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ABSTRACT

The publication is an outline of a course (grades 10-12) which introduces the student to the basic techniques of the sociologist and to selected areas of sociological study such as population, family, urban and rural living, race relations and crime. Some of the course objectives are as follows: 1) to investigate the ways in which human societies have evolved different cultures; 2) to examine the effects that belonging to particular groups have upon an individual's behavior and self-perception; 3) to analyze the implications of cultural diversity on our society; 4) to trace the development of social class systems and to examine the ways in which these systems fulfill man's needs; and, 5) to formulate hypotheses on the effects of population, crime and violence upon the individual and his society. The content is presented through the use of textual and audiovisual materials. Various teaching techniques are used such as inquiry, class discussion, individual and group projects, case studies, and class surveys. The guide is divided into sections which contain broad goals, a content outline, objectives, and learning activities and materials. A bibliography of recommended textual and audiovisual course materials is attached. (Author/RM)

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SOCIAL STUDIES
INTRODUCTION TO SOCIOLOGY

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

INTRODUCTION TO SOCIOLOGY

6425.05
6448.49

Written by

Jo Ann C. Riviere

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1973

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 336 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION:	DEALS WITH THE BODY OF KNOWLEDGE CONCERNING HUMAN GROUPS, SIMILARITIES AND DIFFERENCES FOUND AMONG VARIOUS HUMAN GROUPS AND THE PATTERNS OF INTERACTION COMMON TO DIFFERENT HUMAN ENDEAVORS. THE STUDENT IS INTRODUCED TO THE BASIC TECHNIQUES OF THE SOCIOLOGIST AND TO SELECTED AREAS OF SOCIOLOGICAL STUDY: POPULATION, FAMILY, URBAN AND RURAL LIVING, RACE RELATIONS, AND CRIME.
CLUSTER:	BEHAVIORAL STUDIES
GRADE LEVEL:	10-12
COURSE STATUS:	Elective
INDICATORS OF SUCCESS:	None
COURSE RATIONALE:	Understanding and controlling one's own behavior can be achieved, in part, by studying the behavior patterns of others. With this in mind, this course of study, i.e., a study of man, of his groups, of his social relations and of his behavior patterns, was written to stimulate the student's interest in and to provide him with basic understandings and general knowledge relevant to his society. It is hoped that this survey, by dealing with certain basic sociologic concepts, will enable the student to function more meaningfully in his society.

COURSE GOALS:

1. THE STUDENT WILL INVESTIGATE THE WAYS IN WHICH HUMAN SOCIETIES HAVE EVOLVED DIFFERENT CULTURES.

2. THE STUDENT WILL EXAMINE THE EFFECTS THAT BELONGING TO PARTICULAR GROUPS HAVE ON AN INDIVIDUAL'S BEHAVIOR AND ON HIS SELF-PERCEPTION.

3. THE STUDENT WILL ANALYZE THE IMPLICATIONS OF CULTURAL DIVERSITY ON OUR SOCIETY.

4. THE STUDENT WILL EXPLAIN HOW SOCIAL GROUPS ACT AS THE LINK BETWEEN THE INDIVIDUAL AND HIS SOCIETY.

5. THE STUDENT WILL RELATE THE WAYS IN WHICH REFERENCE GROUPS, IN GROUPS, AND OUT GROUPS FULFILL MAN'S NEEDS.

6. THE STUDENT WILL TRACE THE DEVELOPMENT OF SOCIAL CLASS SYSTEMS AND THE REASONS WHY THEY CHANGE.

7. THE STUDENT WILL DETERMINE THE EFFECTS ON AN INDIVIDUAL'S BEHAVIOR WHICH ARE CAUSED BY THE PROBLEMS HE ENCOUNTERS AS A RESULT OF A SOCUAL CLASS SYSTEM.

8. THE STUDENT WILL MAKE INFERENCES ABOUT THE CONCEPT OF SOCIAL MOBILITY.

9. THE STUDENT WILL FORMULATE HYPOTHESES ON THE EFFECTS OF POPULATION, CRIME AND VIOLENCE ON THE INDIVIDUAL AND HIS SOCIETY.

COURSE CONTENT OUTLINE:

I. The evolving of different cultures

A. Components of culture

B. Human interaction

C. Cultural relativity

D. Basic similarities

E. Cultural diversity

F. Environment and cultural patterns

G. Cultural borrowing

H. Cultural diffusion

I. Cultural terminology

1. Customs
2. Fads
3. Fashions
4. Folkways
5. Institutions
6. Mores
7. Norms
8. Sanctions

J. Comparison of cultural characteristics

K. Factors influencing racial similarities and differences

1. Similarities
2. Physical differences
3. Racial differences
4. Cultural frame of reference
5. American cultural patterns
6. Culturally pluralistic society
7. Ethnic groups
8. Ethnocentrism

L. Interrelationships between cultural values and the evolution of societies

1. Society
2. Factors influencing the development of unique characteristics in human societies
3. Mores and laws
4. Various approaches to organizing a society

M. Reasons for conflicts, fears, and misunderstandings among different cultural groups

N. Factors involved in determination of different cultural values

1. Cultural diversity
2. Ethnocentrism
3. Perspective
4. Sub-cultures

(cont.)

II. The link between the individual and his society

A. Social groups

B. Human needs

C. Terminology

1. Aggregation
2. Category
3. Groups
4. Primary group
5. Secondary group

D. Characteristics of groups

1. Physical proximity
2. Intimacy
3. Size
4. Shared values and mores
5. Degree of interaction
6. Degree of equality
7. Individualization
8. Stability of membership

E. Individual mobility between groups

F. Process of identification

1. Symbolic rituals
2. Communication
3. Adjustment from primary group group environment to a secondary group environment
4. Contemporary relationships

G. Reference groups, in-groups and out-groups

1. Personal identification processes
2. Aggravated situations
3. Social distance
4. Role of reference group in social mobility

III. The development and the evolution of social class systems

A. Social class in given groups

1. Rank
2. Distinctions between social class
3. Factors in social mobility
4. Gaining prestige
5. Hindering factors in social mobility

B. Effects of prestigious groups identification and membership

C. Effects of specialization on social class system

D. Comparison of personal perceptions of social class amd Warner and Hodges' social class structure

E. Effects of problems encountered as a result of social class system on individual behavior

1. Analysis of six classes

(cont.)

a. Criteria for social class status
b. Behavior patterns common to social class
c. Geographic location
d. Stereotypes
e. Avenues for social mobility
f. Income

2. Consequences of social class system in the United States

a. On behavior
b. On attitudes
c. On achievement
d. On U.S. society of social class groupings

3. Relationship between poverty and social class

a. Contributing factors to the cycle of poverty
b. Interrelationships between societal and individual factors in poverty cycle

F. Development of a prototype society which would insure social mobility based on personal worth

1. Analysis of students' perceptions of social status
2. Consideration of personal involvement in distribution of status
3. Identification of elements which provide equal opportunity for determination of societal status
4. Comparison of class structure in a prototype society and class structure in current U.S. society

IV. The effects of broad social problems on the individual and his society

A. The effects of population

1. Growth and distribution of the world population

a. Effects of birth and death rates
b. Relationship between life expectancy and population growth
c. Effects of uninhabitable areas on nearby populations
d. Geographical, climatic, economic, and cultural effects
e. Effect of overpopulation
f. Level of life expectancy
g. Malthusian theory

2. Population trends in the U.S.

a. Growth and distribution
b. Birth rates
c. Assimilation of immigrants
d. Implications of changing population concentrations

(cont.)

e. Comparison of U.S. trends with other countries

3. Problems caused by increasing population

a. Effects of industrialization and urbanization on the population
b. Factors effecting population growth and those discouraging population growth
c. Change in concept of "uninhabitable land"
d. Effect of confining situations

1. Psychological
2. Behavioral problems

e. The variety of views on population

B. The effect of crime

1. Underlying causes of crime

a. History of crime
b. Causative factors of crime
c. Causative factors of crime as seen by the students' immediate community
d. Controversy in laws

2. Interrelationships of crime and the deterioration of societal institutions

a. Statistics on crime
b. Generalizations concerning

1. Education system
2. Government
3. Free enterprise
4. Family

c. Social changes encouraging the growth of crime

3. Methods used to prevent crime

a. Various approaches
b. Philosophy of each
c. Effects

1. Behavior norms
2. Public and private agencies
3. Social institutions
4. Counciling services
5. Mass media
6. Individual freedom

4. Today's penal institutions

a. Conditions and rehabilitation
b. Confrontations
c. Innovative procedures

C. The effect of violence

1. Collective behavior, group behavior, social behavior
2. Use of mass media
3. Emotional contagion
4. Mob action

(cont.)

5. On social change and social institutions

   a. Causative factors of violence
   b. Social institutions
   c. Organizations using violence
   d. Attitudes towards violence
   e. Results of violence
   f. Changing status of violence

V. Appendix

VI. Materials

GOAL 1: THE STUDENT WILL INVESTIGATE THE WAYS IN WHICH HUMAN SOCIETIES HAVE EVOLVED DIFFERENT CULTURES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES A SOCIETY OF MEN EXPRESS THEIR REPRESENTATIVE VALUES, CUSTOMS, AND ACCOMPLISHMENTS?	A. Upon completion of the research and activities, the student will formulate and answer questions that -- 1. examine the cultural characteristics of a country of his choice in terms of methods adopted by that country to meet man's biological, sociological, and psychological needs. 2. compare and contrast these cultural characteristics with those of at least one other country; 3. explain and predict human behavior in terms of cultural perspectives.	1. Discuss the following statement with the class: "Only man has culture." Use the three following activities to expand the student's concept of culture: a. List the following components of culture on the chalkboard: customs values mores knowledge institutions technology political organizations religion arts family and marriage Ask the students for examples of each category from the American culture and explain how each functions. b. Develop with the class an understanding of how human interaction develops culture in terms of: (1) language; (2) the ability to anticipate or understand the actions and intentions of others; (3) the ability to react appropriately to a variety of situations; and non-verbal communications.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	c. Discuss the concept that each culture determines how different cultural groups distinguish between: (1) right and wrong; (2) safe and dangerous; (3) tragic and humorous; (4) beautiful and ugly; and (5) reasonable and unreasonable. Divide the class into four groups. Have each group draw up a situation in which a person's cultural values or perspectives are challenged. (For example, a visit to a foreign culture, the influence of a foreign culture upon an underdeveloped village, etc.) Each group must specify which cultural values are being threatened and what the threatening cultural values are. When the situations are written, each group may decide whether to read or present it dramatically to the class. Provide time for a class discussion after each presentation. Then ask the class what they think the term cultural relativity means.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	2. Given the components and attributes of culture that have already been discussed, have the class explore their peer-group's development of its own culture. Let them organize their approach as much as possible. They may wish, for example, to divide into three groups to explore the components of culture (a) the aspects of human interaction affecting cultural development (b) and the values of cultures (c) as delineated in Activity #1. Each group may, in turn, divide into smaller groups concerned with one of the aspects listed under each major activity. For example, a sub-group of the team exploring human interaction as it affects cultural development might investigate the particular language used in their peer-group's sub-culture. When the class puts their findings together, they will have a basic analysis of their own sub-culture. It may be helpful to outline the appropriate topics and subtopics on the chalkboard before the students choose their topics. 3. Prompt the class to identify and describe the basic similarities that exist among all cultures. Suggest that students cite possible reasons for similarities. List the similarities on the chalkboard. A comprehensive list would include: ...language; ...social structure;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	...a set of social customs and mores; ...an economic system; ...a system of social control; ...religion; ...education and socialization; ...aesthetic art; and ...a hierarchy of authority. What basic drives does this list reveal as applicable for all men? List students' suggestions on the chalkboard to the right of the list of cultural similarities. A list of basic human drives or needs should include: ... stimulation; ... identify; ... staisfaction of expectations; ... security; ... procreation; and ... education.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(3. continued) Draw lines from each need to cultural functions that are related to it. If there are any needs with no functions, add to the list of functions. 4. Point out to the class that man has always struggled to achieve the cultural functions listed in Activity #3, even though his struggle has taken different forms in different places and at different times. Let the class choose one or more of these functions to investigate and depict examples. For example, even the earliest man tried to represent his world view through aesthetic art. Students could research various early art forms by looking up pictures of the caves of Altamira and Lascaux. Once the class has become familiar with different cave drawings, let them choose an art project of their own. One group might paint a mural of their own (on butcher or wrapping paper) expressing their own sub-culture. A more historically-minded group may produce their own interpretation of the cave drawings to be compared to the contemporary mural. An entirely different group of students might choose to investigate hierarchies of authority and draw up a chart of different forms of leadership developed since man's earliest existence. It is best that topics handled in this activity be dealt with from a historical frame of reference, including at least three different eras. This is to emphasize the different ways that man has chosen to enact his cultural functions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	5. Have the students form into small research groups in order to investigate the following questions and formulate answers in writing: a. Do all homosapiens regardless of race, color, etc. have common biological structures and drives? If so, what are they? b. What similarities exist in all cultures because of these basic human structures and drives? The teacher should collect the papers and redistribute them to different groups with instructions to write a reaction to it, either in support or as a challenge to the answer given previously. Groups should justify their reactions by citing their source of information. Papers should be returned to their authors so that they may review the comments written on them either accepting or rejecting the additions made to their original answers. If you have time, bring together each pair of groups having worked on the same paper for a short discussion session. 6. If you have any students of foreign extraction or students who have lived abroad for a year or more, invite them to talk to the class about cultural differences that they have encountered. They might discuss:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(6. continued) ... representative foods and eating customs; ... courtship, marriage, and family norms; ... predominant occupations; ... religious customs; ... cultural mores; ... patterns of government; ... clothing, adornment, and grooming norms; ... types of shelter; and/or ... language patterns. Invite a foreign visitor, perhaps from a consulate or international business in the area, to discuss aspects of our culture that seemed strange to him when he first encountered them. After the class has talked with the students and the foreign visitor, ask them what they understand the term cultural diversity to mean. 7. Ask the class the following question: How do you think isolation might affect the cultural diversity of a people? Suggest that interested students investigate examples of isolated societies (for example, the Toda tribe in India,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(7. continued) or the Aborigenes of Australia) and report to the class. Discuss the effect of geographical environment on cultural patterns. Consider the following questions: a. What geographical factors would tend to isolate a people? b. Would that people advance as rapidly as one with constant contact with other cultures? c. How can man overcome his dependence on the immediate geographical environment? d. What would this increased contact mean to the individual's cultural frame of reference? e. If a certain group has isolated itself within a society, what will happen to their cultural climate as compared with that of the larger society? 8. Divide the class into groups of three or four. Tell them to write a story about an individual their own age whose family moves from a rural area to a busy city. What problems and processes will he or she go through to become assimilated culturally?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(8. continued) What difficulties will his cultural frame of reference cause him? Stories may be read or dramatized for the class once all the groups have finished writing. Help the students relate their protagonists' situation to the aspects of culture discussed in this unit. 9. Ask the students what they understand by the term <u>cultural borrowing</u>. Do they think this is a good procedure for a society to follow? Divide the class into research groups of three members. Each triad is to investigate the surge of inventiveness that has often followed the influence of different cultures on one society. (For example, Rome after "discovering" Greek culture). Results should be outlined in terms of: ... political activities; ... language and architecture; ... education and aesthetic arts; ... individual interests; and ... new ideas and research.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(9. continued) Allow the groups a certain amount of time to present their findings to the class. Then ask the class to hypothesize those aspects of increased diversification of culture that all reports hold in common. Emphasize the fact that the original culture has developed in complexity and richness. Ask what they think of <u>cultural diffusion</u>. Is it better for a culture to try to maintain itself as it is, or does the culture gain in value by interacting with other cultures and adding their experiences to its own? How does the class' attitude reflect the American philosophy? 10. If you wish to expand the student's knowledge of cultural terminology, discuss the following terms with them and elicit examples of each in the American culture. a. <u>Customs</u> are habitual practices or behavior patterns of a group usually transmitted from generation to generation. (e.g., wedding receptions) b. <u>Fads</u> are customs or styles which interest many people for a short time. (e.g., the Charleston)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(10. continued) c. Fashions are prevailing customs in dress, manners, speech, etc. accepted in a particular area at a particular time. (e.g., the Afro hair style) d. Folkways are ways of living and behaving which have gradually developed in a society and are generally accepted as proper. (e.g., Christmas gifts) e. Institutions are organized, established ways of meeting a need considered fundamentally important by the group or society. (e.g., church or school) f. Mores are the beliefs, values, and behavioral patterns which are considered important for the well-being and survival of the group. (e.g., monogamy) g. Norms are standards of behavior developed by the group over a long period of time to which the individual is expected to conform. (e.g., table manners) h. Sanctions are informal rewards or punishments used to enforce the norms of a society. (e.g., nonacceptance into a group)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	11. Duplicate copies of Study Sheet Appendix A for each student. Have students form triads to work as research teams investigating the given questions and developing a format for communicating the gathered information. Each team may choose one of the following activities as a vehicle for creative reporting of their culminating analysis to other class members-- a. a personal diary of incidents that depict similarities and differences between the cultural characteristics of the society chosen and contemporary American society; b. a TV or radio news broadcast (either in written script, simulated newscast presentation, or tape recording) reporting events which illustrate cultural similarities and differences between the society chosen by the triad and contemporary American society; c. a simulated situation to be role-played by members of the triad in order to identify the major cultural similarities and differences between the society chosen and contemporary American society; d. a mural which specifically delineates cultural similarities and differences between the society chosen and contemporary American society;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(11. continued) e. an outline, to be duplicated and distributed to each member of the class, comparing and contrasting cultural characteristics in the society chosen with those of contemporary American society.
HOW DOES A SOCIETY DEVELOP RACIAL SIMILARITIES AND DIFFERENCES?	B. Upon completion of the selected research and activities, the student will identify and explain various factors influencing racial similarities and differences.	1. Present the following quote to the class: "All men are brothers! People have been saying this in one form or another for thousands of years. Even when almost nothing was known scientifically about the human body, wise men claimed that all human beings were alike no matter what their nation or language or color might be. And today, scientifics have proven that the wise men were right."* *Robert Cohen, The Color of Man. (New York: Random House, 1968), p. 32. Students will form into small research groups to find material supporting the quote. Encourage the students to use a variety of resources: textbooks, library references, encyclopedias, etc. Have students cite and summarize writings of several authorities. Each group should organize their findings in order to present them to the class. 2. Develop through classroom discussion the following concepts concerning racial differences by asking students to comment from their readings or personal knowledge. Encourage students to challenge one other's statements and philosophies.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(2. continued) a. Physical differences are the beginning of racial differences. b. Isolation of various groups, leading to inbreeding, tends to emphasize physical differences between groups. c. Mutations and natural selection have emphasized and encouraged the formation and transmission of physical traits which had survival value in particular natural environments. Consequently, those carrying traits without survival value tended to be eliminated. d. Concepts of beauty vary with different cultures and times in history, leading to the social selection and transmission of different desired physical traits (and the elimination of undesirable traits). (For example, if "tallness" is considered beautiful in a certain culture, mate selection will emphasize it, resulting in greater transmission of this desired trait, as in the Watusi tribe in Africa.) e. There are wide differences in physical characteristics within any one race. f. There are many important similarities between individuals of different races.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. Ask students to extend each of the following unfinished sentences into a short paragraph concerning racial differences, citing an example for each item-- a. Homo sapiens are divided into different races because... b. Differences between races are largely due to... c. Classifying people by races (encourages/has no effect on/discourages) racism because... d. "Pure" races are/are not... After students have completed this task individually, have them form into triads to compare their statements. Each student is to explain and defend his statement to the group. On the basis of this small group discussion, each group is to develop a final paragraph of at least four broad statements synthesizing the main point of view of the group. Copies of these group statements might be made and redistributed to the students for further analysis and discussion. 4. Assign interested students to research and report on highly advanced cultures developed by racial groups other than European, for example, the Aztecs, the Byzantine Empire, etc. Encourage them to use visual aids to portray distinctive architecture, art, dress, etc. Have the students consider whether some aspects of these civilizations might be more highly developed than their counterparts in our own.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	5. Present the following question to the class: "Is an individual's cultural frame of reference determined by his race or by his environment?" Have them consider the following situations: a. An orphan child, born of Korean parents, is adopted in infancy by an American family. She grows up in the United States. b. A white child is captured and raised by Indians in the old West. c. A black child lives with his parents in an European city that is populated almost entirely by whites. He spends most of his childhood and adolescence there, accepted unquestionably by his age-mates. Which cultural frame of refernece is going to have more influence on these individuals, racial or environmental? What conclusions can the class draw from this activity? Encourage the class to make up and tape a story of their own concerning environmental effects on an individual's cultural frame of reference. 6. Divide the class into groups of five. Each group is to draw up a list of cultural patterns shared by all members of American society. (for example, language, monogamy, democracy, etc.) Emphasize that the group should discuss each suggestion thoroughly before allowing it to be added to their list. You may wish to set a time limit for drawing up the lists. When the groups are finished, collect the lists and copy them on the chalkboard in parallel columns for the class to compare. Encourage the students to react to the lists, compare and contrast them, and explain why they do not agree with any items.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	7. Discuss with your class the reasons why the United States can be described as a culturally pluralistic society. Ask the students to suggest ways in which various cultural sub-groups differ to some degree with the dominant culture. How many types of sub-groups can the students identify? (i.e., regional subcultures, age-group subcultures, racial subcultures, etc.) Encourage the students to suggest reasons why all these sub-cultures can belong to the American culture. Make a list of the reasons. Discuss suggested reasons with the class and list the ones that they can generally agree with on the chalkboard for the students to copy in their notebook. Based on this activity, draw up a definition of the term ethnic. 8. Introduce the term ethnocentrism to the class. Discuss the effects that this attitude can have on one group's conception of other cultural groups. Describe the furor and the sense of insignificance caused by Copernicus' theory of heliocentrism from this point of view. Help your students to relate ethnocentrism to the following: - cultural isolation -political strength - prejudice -national pride - imperialism and agression -political stability - isolationism -loyalty - war -religion

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	8. (continued) Organize the class for debate - RESOLVED: That ethnocentrism is necessary for a nation's survival. Explain proper debate procedure to the students before they begin their research. Divide the class into two groups, one in agreement with the resolution and one in disagreement. Keep the groups about the same size by assigning undecided students to the smaller group. The class is now divided into two teams of researchers. Assist them in locating appropriate resources, reminding them not to overlook national magazines and journals. After each group has compiled sufficient data to support its position, instruct the teams to elect three debators or several teams of debators (depending on the size of the class) to handle separate topics in the arguments. You may serve as moderator for the debate, or you may choose a student to fill the position. (It is recommended that student-moderators be well respected by the other students and recognized as class leaders.) Those students who are not participating actively in the debate should be given a specific role to fulfill as observers. Assist these students to draw up a rating sheet itemizing important points concerning content and presentation to be evaluated. You might do this while the debators are preparing or practicing their presentations. (See the "Rating Sheet for Evaluating Content and Process of Group Presentation," Appendix B; question 1-3 and 7-10 are applicable to any presentation topic.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(8. continued) Each question is evaluated on a continuum: "very well" (3 points), "adequately" (2 points), "somewhat" (1 point), and "not at all" (0 points). You may add up each team's rating after the presentation to determine the "winner" of the debate.) Each observer should evaluate a member of the opposite team. For example, a student who did research supporting the resolution must evaluate a member of the team arguing against it. Make sure that all debators are being evaluated. After the debate each team should meet with its evaluators for a feedback session to discuss performances. It is recommended that careful judgment be exercised concerning the amount of emphasis given the evaluations. This part of the learning activity is intended as a valuable experience involving peer feedback for the debators and the exercise of critical judgment on the part of the observers. However, students may easily feel threatened if the evaluation process is not skillfully presented and controlled by the teacher. Help your more insecure students to choose the positions best suited to their abilities. 9. Instruct each student to utilize the concepts discussed in the preceding related activities and encountered in his independent research and then select two racial stereotypes based on physical differences and explain or refute them in essay. Essays should be relatively detailed and include these topics: environmental importance of physical differences, similarities in human drives and potentials, similar meaning in different cultural mores and customs.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW AND WHY HAVE HUMAN SOCIETIES EVOLVED DIFFERENT CULTURES?	C. Upon completion of the suggested research and activities, the student will demonstrate insight into the interrelationships between cultural values and the evolution of societies, and hypothesize ways in which our contemporary society could move toward an improved fulfillment of our cultural values.	1. Have each student formulate in writing his own workable definition of society. Ask for volunteers to write their definitions on the chalkboard to be discussed and critiqued by the class. Invite other students to challenge or support these definitions by citing examples, research evidence, or personal experience. Students should revise their definitions according to the challenges and support offered in the class discussion and synthesize them into a compilation of at least six statements with which the class can agree. 2. List on the chalkboard the following factors which may influence the development of unique characteristics in human societies. -territory -language -culture -system of social relationships -economic life -history -sense of unity (as one united people) -basic values -continuity from one generation to another Have the students form small groups to formulate a list of pertinent questions investigating the reasons that social characteristics evolve in dissimilar forms in different societies. Students should formulate at least one question for each factor.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. Direct groups to exchange the questions they developed in Learning Activity #2 so that each group has a set of questions formualted by another group. Using a variety of resources, such as textbooks, library references, encyclopedias, etc., the groups should-- a. research and develop, in outline form, answers to all of the questions, b. cite sources; c. give examples based on knowledge or personal experience of each factor's effects on everyday living in contemporary American society. (For example, common language affects the rapidity with which news, and possible rumors, are spread in this school.); d. Present, justify, and clarify answers to the satisfaction of the original group which developed the question. 4. Review the concept of mores with the class and ask for examples so that you can be sure it is understood. Encourage the student to hypothesize what makes mores different from laws. Guide the discussion toward the consideration of the following points: a. Mores were used by all early peoples to enforce desired values, beliefs, and behaviors informally.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(4. continued) b. As groups became larger, more formal organization became necessary in order to meet the needs of the people. This formalizing procedure created the first societies. c. Mores led to laws as stronger enforcement and more detailed definition of the societies' values and accepted behavior patterns became necessary. d. Both mores and laws define desired relationships, enforce sanctions, and satisfy societal needs, but in different ways. 5. Divide the class into triads. Each group is to identify a law that has grown out of a cultural more or societal need, and hypothesize how it came to be developed into a formal law. Specify that the students should include in their analyses (1) the informal social more or perceived need, (2) the social situation that necessitated its legal definition, and (3) the changes caused by the law. Once the groups are finished, have them present their analyses to the class and allow time for class discussion. Guide the discussion to consider that laws are formed to reflect social change. Have the students regroup into their triads. Each group is to formulate a law that they believe <u>should</u> be passed in order to reflect the contemporary social needs and values. Once again, specify that each

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(5. continued) group must identify (1) the social need or value, (2) the contemporary social situation that necessitates that a law be passed, and (3) the changes that the law will effect. Conduct a class discussion to consider these analyses. Draw up a list of the new laws on the chalkboard for the students. 6. Duplicate copies for each student of Appendix C, "After the Bomb, What?" Use this as a springboard for discussion to formulate possible reasons for the development, perpetuation, and stability of particular organized activities in societies. Then have the students form small groups to develop, through research in appropriate references, possible answers to the fifteen questions in Appendix C. This same group will then develop in writing plans for a prototype society which fulfills the nine functions listed on the study sheet. References should be cited to support each idea developed, and reasons for similarities or differences with contemporary society should be explained. After completing the needed research, each group should prepare the major elements of its model for classroom display: i.e., in illustrative chart or outline form. Combine the groups from Activity #5 into pairs, Groups A and B. All Group A's will be presentation groups; all Group B's will be observation-evaluation groups. Each group A is to present its model of a prototype society to its Group B and be

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(6. continued) prepared to justify its position in response to their challenges and questions. Duplicate copies of the Rating Sheet for Evaluating Content and Process of Group Presentation to be found in Appendix B. Each Group B is to use this rating sheet as a basis of its critique of the presentation. When the groups have finished, have the group members reverse their roles and repeat the procedure of presentation, observation, and critique. Make sure that the class understands the rating sheet and critiqueing procedures before allowing the groups to begin. 7. Have the students read William Golding's Lord of the Flies. This book relates the story of the formation and disintegration of a miniature society established by a group of young British boys shipwrecked on a deserted island. Have the class focus on some differences between the approaches to organizing activities in Lord of the Flies and those in the prototype society devleoped by students in Learning Activity #5. To develop a class discussion analyzing and interpreting these differences, use the following questions: a. What are some differences between the methods to organize a society used by both the boys in Lord of the Flies and the class's recommendations for a prototype society?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(7. continued) b. What are some similarities in approaches to organizing a society used by both the boys in Lord of the Flies and the class in their prototype society? c. What are the main problems faced by the boys in maintaining their society? Identify specific examples. d. What do you identify as the main causes or factors contributing to the disintegration of the boys' society? Have a student volunteer to record the responses on the chalkboard, then try to arrive at a class consensus in ranking these factors from "most important" to "least important." e. How have you planned to meet these potential problems in your prototype society? Be specific. f. Which, if any, of the factors leading to the disintegration of society in Lord of the Flies are present in our contemporary American society? g. What specific acts are being implemented or planned to resist these potentially eroding forces in our contemporary American society?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	(7. continued) h. In your own opinion, in what specific ways is our contemporary society effectively meeting man's needs as identified in Activity #3, Objective A1. In what areas are man's needs as yet unfulfilled or inadequately met? i. Are there any revisions, additions, or deletions that should be made to the class's prototype society (developed in Learning Activity #6)based on new points analysed in the class discussion on Lord of the Flies? Why or why not? Justify your reasons. j. What cultural values were set up the boys' society? How are they different from the values in the class's prototype society? What might have caused the differences? 8. Instruct each student to choose one of the basic human needs listed in Learning Activity #3, Objective C, and then trace in writing the basic development of cultural values to fulfill that need and the development of facets of American society that formalize those cultural values. Have each student hypothesize ways in which our society could move toward an improved fulfillment of our cultural values concerning that need.

GOAL 2: THE STUDENT WILL EXAMINE THE EFFECTS THAT BELONGING TO PARTICULAR GROUPS HAVE ON AN INDIVIDUAL'S BEHAVIOR AND ON HIS SELF-PERCEPTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES BELONGING TO PARTICULAR GROUPS AFFECT THE INDIVIDUAL'S BEHAVIOR AND HIS SELF-PERCEPTION?	A. The student will demonstrate increased understanding of the reasons for conflicts, fears, and misunderstandings among different cultural groups through "How do you Feel?" survey.	1. Administer the "How do you Feel?" survey test (Appendix D). It is suggested that the survey be duplicated and completed anonymously by each student. Results can be computed on the teacher tabulation form. See appendix E. An item analysis can be arrived at this way. After the pre-test, this item analysis can be used by the teacher to determine focal points to be emphasized. After completing the required activities and research, the teacher will again administer the "How do you Feel survey" test. The results and/or conclusions of these tests can be discussed with the class. 2. Have the students bring into class a short story, or a magazine or newspaper article which is culturally based. The student should be prepared to explain to the class the cultural conflicts involved and the subjective purpose of the article or story.
WHAT ARE THE FACTORS INVOLVED IN DIFFERENT CULTURES' DETERMINATION OF DIFFERENT CULTURAL VALUES?	B. Upon completion of the needed research and activities, the student will demonstrate an awareness of the factors involved in different cultures' determination of different cultural values, including the results to an individual's perception of foreign cultures and cultural values.	1. Have the students form into small research groups to select a cultural custom foreign to our own (e.g., the Eskimo custom of abondoning aged relatives to perish in the arctic cold; India's custom of contractual marriage). Instruct groups to research the factors involved in that culture's determination of why that custom is accepted by that society. Assure the class that you will be available to suggest research materials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	1. (continued) Each group should organize their findings and report them to the class for discussion. 2. Have the students form into triads to divide the following list in order to research at least three examples of cultural diversity for each item. The teacher should encourage the triads to use the library textbooks, magazines, encyclopedias, etc. marriage divorce government farming methods grooming shelter moral values selection of foods customs concerning eating adornment ideas of feminine beauty The triads should report to the class and conduct discussions resulting from their presentations. 3. Have each student picture himself as a member of a culture other than our own. Allow him to select an aspect of American culture that he, in his imaginary role, feels is strange or wrong. Have each student write a short paper explaining--- a. how he feels toward this aspect of American culture; b. what cultural values cause him to feel this way, and c. how this slants his feeling toward America in general.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	4. After the class has completed appropriate readings, present the following questions for discussion: a. How can ethnocentism be a positive factor for a culture? b. In what ways can ethnocentism affect an individual's feelings toward cultures other than his own? The teacher should be sure to lead the discussion toward examples such as Nazi Germany, ancient Greece, Modern Israel, and political philosophies including isolation and imperialism. 5. Have interested students write a comedy skit about an incident occurring between two people from different cultures who are not fluent in each other's languages. They might meet in the street or in a hotel in a third country and be put in the position of trying to communicate with one another. The students might assume that they become friends, and develop a few funny situations that result from their cultural differences. Encourage your writers to use their imaginations. Proof the finished text and allow the students to present their skit to the class. It is suggested that you set a time limit for the presentation. Involve as many students as possible in the different aspects of preparing the presentation, according to their interests and abilities.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	5. (continued) The actors, for example, need not be the same students who wrote the skit. After the presentation, hold a discussion session with the class concerning the cultural values and customs that contributed to the situations. Emphasize the differences between the values and behavior patterns formed in different cultures. Try to bring the students to suggest that the more we know of another person's cultural norms, the better we can understand him. 6. Discuss perspective with the class. Have the students suggest topics or situations and practice viewing them from different perspectives. Topics might include any of the following items: - the working mother (Arab and Swedish points of view) - pleasing architecture (American and Japanese points of view) - marriage customs (Spanish and British points of view) - enjoyment (male and female points of view) 7. Have the students write a short story dealing with a protagonist who goes to live in a culture which is foreign to his own. The two cultures involved can be of the student's choice. Be sure to emphasize to the students that they include in the content:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	b. (continued)	7. (continued) a. unusual experiences caused by informal ideas held by the visited cultures; b. conflicts which might be created as a result of the protagonist's own beliefs being unacceptable to the people of the country he is visiting; c. factors involved in a conflict of cultural values, including cultural determination of values.

GOAL 3: THE STUDENT WILL ANALYZE THE IMPLICATIONS OF CULTURAL DIVERSITY ON OUR SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES KNOWLEDGE OF CULTURAL DIVERSITY LEAD TO AN UNDERSTANDING OF ONES OWN CULTURE?	The students will show knowledge of cultural diversity and demonstrate the importance of this concept in understanding and strengthening our culture.	1. Have the students form into small research groups. Encourage the groups to use a variety of research materials to develop workable definitions for each of the following terms: racial groups — ethnic groups cultural groups — minority groups sub-cultural groups The research groups should cite the similarities and differences between the terms. Require at least two examples of each. Then, reassemble the class to discuss the different definitions and agree upon workable definitions for each term. 2. The teacher should use the following questions to guide a class discussion aimed at identifying the characteristics of sub-cultures within American society. a. What is a sub-culture? b. Are there uniform sub-culture patterns for all minority groups in the United States" What are they? What are some of the differences among the groups? c. What are some sub-culture groups which exist in the United States? In Florida? In Dade County? d. Can every group be described as a sub-culture? What does perspective have to do with this determination?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. Have the class form into small groups to draw up a list of groups that differ from each other for reasons other than ethnic background. Remind students that they should use the class definitions of ethnic groups. Some examples: regional sub-cultures religious sub-cultures occupational sub-cultures racial sub-cultures economic class sub-cultures male and female sub-cultures age group sub-cultures The research groups should then draw upon the experiences of the members of the groups to analyze the ways their own potential sub-culture differs to some degree from the dominate culture. The lists developed by the research groups should be written on the chalkboard and the teacher should lead a class discussion aimed at-- a. ascertaining which parts of our culture are shared by all members of our society; b. which parts of our culture are shared by only certain groups; c. in which parts of our culture an individual may have freedom of choice.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	4. Have the class form into small research groups to choose at least three (3) sub-cultures from our society and report to the class by written paper, oral report, chart, radio or TV news program, skit, etc., how each of these sub-cultures has strengthened and enriched the dominate culture. Examples: Black Americans have contributed to our musical heritage through the development of jazz. The Indians contributed to our knowledge of agriculture. Be sure to encourage the students to use a variety of research materials.* *The Makers of America series by the Encyclopedia Britannica Educational Corporation is excellent here.

GOAL 4: THE STUDENT WILL EXPLAIN HOW SOCIAL GROUPS ACT AS THE LINK BETWEEN THE INDIVIDUAL AND HIS SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DO SOCIAL GROUPS ACT AS THE LINK BETWEEN THE INDIVIDUAL AND HIS SOCIETY? Note to teacher: of some assistance in studying groups see the Florida Department of Education's A Rationale for Social Studies, pp. 33-55, 1971.	Having completed appropriate research and activities, the student will list man's basic needs and explain how each is fulfilled through social groups. The student will also be able to evaluate the comparative importance to the individual of primary and secondary groups.	1. Have the class think of all the groups to which they belong. Someone should be assigned to write them on the board. Then ask the class to put the groups in order of importance to them. Assign one student to copy on paper the list; at the end of this goal, repeat this exercise and compare the two results. This should be a good indication to the class of how much their concept of social groups has expanded. 2. Discuss the difficulties faced by early man in his struggle for survival. Examine the measures he adopted to survive. How often did these measures involve social groups? Elicit from the class hypotheses indicating which of man's basic needs are thus being fulfilled. (This activity is, in essence, a classroom review of the FOCUS ON SOCIETY from a different point of view.) 3. Instruct each student to do individual research enabling him to develop a rationale for this statement: "Human beings are naturally gregarious." Students may concentrate on any aspect of human interrelation that interests them, or they may disagree with the statement. At any rate, each student should strive for an individual, personal interpretation. Share written reports with the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	4. Direct the class to consider this question: Have you ever been isolated from all human society for any length of time? Students may write a paragraph or more describing their feelings during the period of most complete isolation that they have experienced. Papers should include consideration of the following questions: What group influences affected you during this time? What group functions did you miss? Conclusions should be discussed with the class. OR Students may read an article or book concerned with isolation and write a paragraph or more describing the experience in terms of the subject or protagonist's feelings, the group influences that affected him or her, and the group functions that he or she missed. The following works might be appropriate to this topic; however, students should not be limited to this list. Ask if they know of a book that they would like to analyze for this exercise. Conclusions should be shared with the class. Debs in Search of Self. Virginia M. Axline. Houghton Mifflin Co., Boston, 1965. (case study)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	4. (Continued) "Social Deprivation in Monkeys." Harry and Margaret Harlow. Scientific American, Nov., 1962. (scientific experiment) Story of My Life. Helen Keller. (autobiography) Robinson Crusoe. Daniel Defoe. (fiction) I Never Promised You a Rose Garden. Hannah Green. (fiction) Pincher Martin. William Golding. (fiction) The Stranger. Albert Camus. (fiction) David and Lisa or Jordi. Theodore I. Rubin. (case studies) 5. List on the chalkboard the human needs established in the FOCUS ON SOCIETY. a. stimulation b. identity c. education d. satisfaction of expectations e. security f. procreation

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	Discuss the concept that groups help individuals achieve greater satisfaction than they could achieve alone, referring to each of the above interests. 6. Conduct a class survey. Ask the students to name the different groups with which they identify. Classify these groups on the chalkboard according to these characteristics: a. kinship b. age c. religion d. language and customs e. physical environment f. community interests g. occupation h. voluntary membership i. involuntary membership j. economic interests k. country of origin l. social class m. race n. national interests o. mutual aid or service p. living, acting, and experiencing together (Note: Many groups will fit into more than one classification.) Ask the class to think of other classifications. Which groups do the students feel are most important to them? Do they agree generally? Do most of the important groups fall into a few categories? If so, which ones?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(6. continued) Identify the groups formed for specific purposes. Do these tend to be the groups important to the students? 7. Continue the survey begun in Learning Activity #6. Ask the class to list the groups to which their parents belong and compile a separate list of the groups to which their younger siblings belong. How do these two lists differ from the list of groups to which members of the class belong? Are there areas in which all three lists are similar? This survey should be viewed by the teacher as a means for the students to familiarize themselves with the concept of groups. The class should make several important conclusions concerning man in groups: a. the individual always belongs to many groups; b. as a person matures, the groups to which he belongs change; and c. there are two different kinds of groups to which an individual may belong, those in which he is automatically included from birth and those which he must make a conscious effort to join. All of these concepts will be further investigated through the activities which follow.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	8. Ask the students to study on their own the survey described in Learning Activity #6 and to write down as many conclusions about groups as they can form. (A mimeographed copy for each student would facilitate this activity.) Compile and compare conclusions in class. Specific attention should be paid to-- ...the relationship between group size and importance; ...the effects of size on group solidarity; ...the relationship between degree of group organization and importance; ...the effect of common purpose on group solidarity. Based on the individual analyses of groups, what is the most basic conclusion that the class can now make about man and groups? Write contributions on the chalkboard, and let the class decide. 9. Distribute the following definitions to the class. a. An <u>aggregation</u> is any number of people who happen to be in close proximity to one another at a given time (e.g., a movie audience). b. A <u>category</u> consists of any number of persons who have some particular attributes in common (e.g., redheads). c. A <u>group</u> exists when a sense of relatedness is shared by a number of individuals as a consequence of their interacting or having interacted with one another (e.g., family, Democrats).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	d. A primary group is any group characterized by intimate, face-to-face relations (e.g., family, play group). e. A secondary group is any group which lacks close personal relationships among its members (e.g., American Medical Association). It is usually either transitory in nature or organized for a special purpose. Discuss these definitions in terms of the groups presented in Learning Activity #6. 10. Given the preceding definitions of aggregation, category, and group, ask the students to explain whether the class is an aggregation or a category. What factors could change it from one to the other? Discuss under which conditions the class could be considered a group. If you and your students wish, you might organize a debate between two groups holding differing opinions. 11. List on the chalkboard five or more of the groups that the students consider most important. (See Learning Activity #5.) Discuss each group in terms of the following characteristics:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(11. - continued) a. physical proxmity b. intimacy c. size d. shared values and norms e. degree of interaction f. degree of equality among members g. individualization h. stability of membership Once the class has drawn up a composite picture of important groups in terms of these characteristics, have the students compare their conclusions with the definition of primary groups. 12. Ask the students to compile in writing three lists: primary groups to which they belong now; primary groups to which they have belonged in the past; and primary groups to which they expect to belong in the future. Assign each student a one or two page paper on a primary group selected from his list. Each paper must deal with one or two of the following: a. Do all primary groups fulfill all of the characteristics listed in Learning Activity #11? Why? b. Are all face-to-face relations of a primary nature? Why?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(12. - continued) c. Are limitations in size necessary to primary groups? Why? d. What types of human interaction would apply to primary groups only? Give examples. e. What degree of equality exists in primary groups? f. What interpersonal and emotional relationships characterize primary groups? Why? Give examples. g. What effect might distance or separation have on the duration of a primary group? Give examples. h. What conditions might cause a primary group to dissolve? Give examples. i. What norms or values might be shared by primary groups? Give examples. j. Can primary groups have negative influences? How? Give examples. Read and discuss the papers in class. Each student should be able to defend his position(s). Be prepared to stimulate discussion about each question. Make sure that all the questions are discussed in class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	13. Ask the students to consider the changes in values or appropriate behavior which occur when an individual moves from one primary group to another (e.g., from the family to the peer group). Divide the students into small groups. Have each group select a behavioral change which might occur when an individual changes from one primary group to another and compose a scene depicting that change. Ask the students to prepare to role-play the scene. Provide time for their presentations. 14. Have the students reconsider the basic human needs listed in Learning Activity #5 in terms of primary groups. Divide the class into triads. Each triad is to draw up a list of at least ten ways that primary groups might help the individual fulfill these needs, suggesting an appropriate group for each item. Specify that the list should include one item for each of the six basic needs. The class may compare and discuss the groups' lists. Keep the lists for future reference. As a motivating and reinforcing extension of this activity, each triad may choose one item to dramatize for the class. For example, one group may choose to present a skit showing an individual's stimulation through a school game with a peer group. Another group may dramatize an individual/being educated through a camping trip with his family. It is suggested that you approve each skit before it is presented.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	15. Discuss the process of identification with the class. Invite the students to discuss their experiences in coming to "belong" to a particular group. What different attributes did they have in common with the other members of the group? Point out that the strong desire to belong to a group is an indication of the importance of primary relationships. Instruct each student to compose a short story, based on personal experiences and knowledge gained about primary groups, to illustrate the process of joining a particular primary group with which he is familiar. Each story must include the protagonist's reasons for wishing to join the group, the characteristics which the group seeks in its members, and the difficulties the protagonist may face in seeking to become accepted. Offer the students different alternatives in format: they may write the stories, dramatize them with friends, tape them, hold dramatic readings with colleagues, etc. 16. Assign individual research on the different kinds of rituals that have been or are practiced in different cultures and groups in accepting a person as a member of a primary group (e.g., the rites of adolescence among the Hopi Indians). Instruct the students to pay particular attention to what the rituals symbolize. You may ask for one or two volunteer groups to dramatize chosen rituals. One participant should be selected to explain the significance of the ritual for the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	17. Divide the class into triads to cooperate in writing short stories concerning situations in which an individual cannot gain group acceptance or has to overcome great resistance before becoming accepted. Encourage the students to consider the following questions: a. Why might an individual not be able to identify with a group? b. How might this affect his ability to communicate with members of the group? c. In your example, what characteristics does the protagonist lack which might enable him to identify with the group? d. Does identification with a group necessitate acceptance by its members? You may wish to let some or all of the groups dramatize their stories for the class. Set a time limit for each presentation, and allow the participants time to conduct a discussion session after their skit. Students acting as discussion leaders are to ask questions designed to bring the important points of their stories to the attention of the class. When all the dramatizations have been presented and discussed, ask the students to decide whether poor communications may result in lack of identification with or acceptance by a group,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	17. (continued) or whether lack of identification with or acceptance by a group may result in poor communication with its members. Ask for reasons behind evaluations. Students should gain an appreciation of the closely-knit, highly-involved relationships characterized by primary groups. 18. Direct the students to reexamine the definitions of primary groups and secondary groups. Based on their knowledge of primary groups, what hypotheses could the students formulate about the nature of secondary groups? Each student should prepare a two-page paper including reasons for his hypotheses. Compare and discuss the papers in class. 19. Discuss the advantages and disadvantages of the basic characteristics of secondary groups brought out by the class in Learning Activity #18. Include the following points. The secondary group-- ...affords contacts with many different types of people; ...is impersonal; ...is competitive; ...emphasizes the individual's abilities rather than background or interpersonal relationships; ...offers wider opportunities;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(19.) continued ...has a different value system than the primary group (dealing with mores rather than morals). 20. Given the following situation, each student will write a description of the protagonist's experiences in adjusting from a primary group environment to a secondary group environment. Fred and his family had always lived in a small rural community. For economic reasons, the family decided to move to a large city where there were better job opportunities. Fred, 20 years old, graduated from a small rural high school. He obtains a job in the office of a large business firm. Students should predict Fred's emotional state as well as the practical difficulties he will face. Instruct them to pay particular attention to the means he might choose to seek primary relationships in his situation. The descriptions should compare the interpersonal relationships in which Fred would probably have been involved before he moved and those he is most apt to encounter now. Or, the students may complete the preceding activity from a personal point of view, considering the following questions: a. If you were new in town, what primary groups would you seek out? b. Why would you seek to join these groups?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(20. continued) c. To which secondary groups would you automatically belong? d. What do you gain by belonging to these secondary groups? e. Might joining secondary groups aid your efforts to become involved in primary relationships? In what ways? 21. Ask for six volunteers to lead a class discussion. Each one will be in charge of one part of the activity. Arrange the desks in a circle or horseshoe one layer deep. If you use a horseshoe shape, the appropriate discussion leader should be seated at the open end. Explain to the class that the purpose of the discussion is to compare six sets of environments and to decide which of the pair is more likely to uphold primary groups and which, secondary groups. When the leader thinks the group has arrived at a cogent evaluation, he is to stop the discussion and summarize that position. If it is not yet complete, you may allow the discussion to continue. The environments to be compared are--- ...a large city or a small town; ...an apartment house or a suburb; ...the army or a rock group; ...the school or a club meeting;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(21. continued) ...the home or a vacation place; ...a job setting or a relative's house. Emphasize that the students are to pay particular attention to the factors that affect their decisions. The leader may make a list of the most influential factors (e.g., how well members know one another, that is, degree of intimacy). The lists may be synthesized after all six pairs of environments have been evaluated. The result will be a compilation of the elements that determine primary or secondary groups. Help the class to adjust their list as necessary to make it complete. 22. Present the following concept to the class: Some social scientists believe that contemporary man suffers because of a lack of primary group relationships and the proliferation of secondary group relationships. (Harvey Cox's The Secular City and Paul Reisman's The Lonely Crowd entertain this idea.) Give the class a minute to think about this statement, then ask how many agree. Make a notation of the numbers of those who agree and those who disagree. When the class finishes with this activity, ask again and compare the two responses.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(22. continued) Arrange for the class to debate this topic - RESOLVED: That contemporary man suffers from a lack of primary group relationships and the proliferation of secondary group relationships. Divide the students into two groups, one agreeing with the statement and one disagreeing. Try to keep the groups about the same size by assigning the undecided students to the smaller group. The class is now divided into two teams of researchers. Assist them in locating appropriate resources, reminding them not to overlook national magazines and journals (for example, Psychology Today). After having compiled sufficient data to support its position, each group will elect three debators or several teams of debators (depending on the size of the class) to handle separate topics in their argument. Familiarize the class with debating procedures before the students begin to organize their presentations. You may serve as the moderator, or you may choose a student to fill the position. (It is recommended that student-moderators be well respected by the other students and recognized as class leaders.) Those students who are not serving as active participants in the debate should be given a specific role to fulfill as observers. Assist these students to draw up a rating sheet itemizing important points concerning content and presentation to be evaluated. You might do this while the debators are preparing or practicing their presentations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(22. continued) Each question is evaluated on a continuum: "very well" (3 points, "adequately" (2 points), "somewhat" (1 point), and "not at all" (0 points). You may add up each team's rating after the presentation to determine the "winner" of the debate. Each observer should evaluate a member of the opposite team. For example, a student who did research supporting the resolution must evaluate a member of the team arguing against it. Make sure that all debators are being evaluated. After the debate each team should meet with its evaluators for a feedback session to discuss performances. It is recommended that careful judgment be exercised concerning the amount of emphasis given the evaluations. This part of the learning activity is intended as a valuable experience involving peer feedback for the debators and the exercise of critical judgment on the part of the observers. However, students may easily feel threatened if the evaluation procedure is not skillfully presented and controlled by the teacher. Help your sensitive students to choose the positions best suited to their abilities. 23. Present the following problem for those students interested in additional individual investigation into contemporary groups:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(23. continued)

In view of your knowledge of the different influences of primary and secondary groups relationships on today's individual, what do you think the following groups are trying to achieve?

encounter groups

Christian half-way houses

communes

plural marriages

"touch" groups

If you are interested in any of these modern group phenomena, you might do some individual research and social interpretation. Ask your teacher if you may make a report to your class.

The following materials deal with these subjects:

<u>The Joy of Human Awareness</u> ("touch" theories)

<u>Proposition 31</u>, by Robert Rimmer (group marriage - fic)

<u>Time</u>, "The U. S. Family: 'Help!', December 28, 1970

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(23. continued) This activity may be used as a measure of the student's skill in detached sociological investigation. Since these groups are largely unexplored as yet, the investigator must make fullest use of his abilities in gathering information, querying, hypothesizing, and evaluating scattered materials and subtle social trends. Work should be evaluated on the basis of the quality of these processes, not on the "correctness" of individual conclusions. Whatever evaluation the student presents, the only decision that <u>should</u> be included is the realization that the <u>groups in question strive to augment or enhance primary group relationships</u>.

GOAL 5: THE STUDENT WILL RELATE THE WAYS IN WHICH REFERENCE GROUPS, IN GROUPS, AND OUT GROUPS FULFILL MAN'S NEEDS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DO REFERENCE GROUPS, IN-GROUPS, AND OUT-GROUPS FULFILL MAN'S NEEDS?	The student will distinguish between reference groups, in-groups, and out-groups as well as to describe examples of each. He will classify selected widely-representative groups according to probable size and organization, and analyze the personal needs fullfilled by each.	1. Excluding the facts which enter into a controversy, instruct the students to indicate which of the following groups he would join first of those present in the room: a. American and Russian b. teenagers and adults c. mod dressers and casual dressers d. Israelis and Arabs e. Spanish-speaking group and English-speaking group f. Catholics and Protestants, etc. There may be categories where it makes little or no difference. This would indicate unimportant grouping. Determine whether the responses to the above are consistent with the students' individual group identifications. Analyze the reasons for identification with one group or another. 2. Have each student list the groups with which he does not identify (out-groups or they-groups). Ask him to jot down his feelings toward each group (hostile, neutral, etc.), and then classify the groups according to his feelings concerning the groups. Analyze the individual's reasons for his feelings toward each out-group. Determine whether his feelings have always existed or whether they are a product of current social problems or disturbances.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	3. Discuss situations in which in-group and out-group relations become aggravated. Examples: war, strikes, racial strife, depression, unemployment, etc. 4. Assign group labels to class members (not necessarily their own) and have them act out a conflict and its solution, e.g., Black Panthers, judge, prosecutor, defense attorney, witnesses; or college demonstrators, (assign specific cause) college president, sympathetic teachers, National Guardsmen, neutral student, parents of a classmate. 5. Define the term social distance. Discuss current attitudes and activities which would tend to decrease headlines to stimulate the discussion. 6. Instruct the students to list groups which he does not belong but-- a. which he admires b. to which he hopes to obtain entry c. whose values he accepts and initates d. whose attitudes he accepts and imitates e. whose individual members he admires. 7. Discuss the following: a. reasons for the individual's identification with the reference group of which he is not a member;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(Continued)	(7. continued) b. situations in which there would be a conflict of identification for an individual between his reference groups; c. the importance of reference groups in a democratic, open-class society in terms of social mobility. 8. Have each student write a social characterization of an imaginary individual of his own creation. The student will-- ...specify the age, race, religion, family background, and socioeconomic background of his character ...infer and classify according to size and organization two examples each of that individual's probable reference groups, in-groups, and out-groups; and ...analyze the personal needs fulfilled by each of the example groups to which his character belongs.

GOAL 6: THE STUDENT WILL TRACE THE DEVELOPMENT OF SOCIAL CLASS SYSTEMS AND THE REASONS WHY THEY CHANGE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY DO SOCIAL CLASS SYSTEMS DEVELOP IN SOCIETIES, AND HOW DO THEY AFFECT INDIVIDUAL MEMBERS?	Upon completion of the needed research and selected activities the student will define social class, support reasons for the development of class systems, and analyze the forces that influence their change.	1. Lead a brainstorming session with the class to develop the students' definition of the term social class. Record all student ideas on the chalkboard. After ten minutes, count the total number of ideas presented, pointing out the wide number and diversity of ideas about social class existing even among students in one class. Have the students-- a. combine ideas to develop a workable definition of social class which has group consensus; b. compare their definition with that of Bernard Berelson, a sociologist who defined social class as "the ranking of people in a society by other members of the society into higher and lower social positions so as to produce a hierarchy of respect or prestige." 2. Have students arbitrarily form into groups of three and select one of the societies below to study in depth-- agrarian-based societies Communist societies Indian society (castes) industrial-technical societies Latin American societies

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	2. (continued) Primitive societies Socialist societies Western democratic societies Other society suggested by students. Give each student-triad a list of study questions and direct them to reading material in the bibleography, other textbooks, or library materials in the room or the school library. Let the students read and gather data for the specific society they have selected for study. Use the following study questions and processes to guide students' in-depth research: a. In terms of the society you have selected, identify and rank in order of prestige at least sixteen occupations from 1 (highest) to 16 (lowest). Do the same for at least six organizations (e.g., Chamber of Commerce, churches, army, etc.) b. Have the students hypothesize reasons for the development of differences between people (i.e., social classes) within the same society in terms of opportunities, standards of behavior, and living patterns. As the basis for this activity, duplicate copies of Appendix F III, "Distinctions Between Social Classes in Societies."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	2. (continued) Each student-triad is to complete the chart by identifying in writing the cultural patterns and behaviors which distinguish the elite from the non-elite in the particular society chosen to study. c. What specific factors contribute to an individual's social mobility in this society? d. How may an individual raise his prestige? By what specific means of behavior? e. What specific factors hinder an individual's social mobility in this society? f. By what specific means or behavior may an individual's prestige be lowered? After completing the appropriate research on the chosen society instruct each group to make plans to share its information with the class. 3. Bringing in the various components studied in Learning Activity #2 above, each student research group may write or dramatize a biographical story which traces the factors contributing to the successful life of an elite or non-elite individual in his society. The possible combinations are-- a. an elite who is successful in his society; b. an elite who is <u>not</u> successful in his society;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. (continued) c. a non-elite who is successful in his society; d. a non-elite who is <u>not</u> successful in his society. Have the class guess the individual's role and the society which has been presented. The presenting group should be prepared to answer challenges and questions from the class concerning the sociological factors affecting the individual in the story. 4. Have the students form into triads to trace the development and continued need for social class systems in human societies. Give each group a poster-size sheet of newsprint or wrapping paper, and announce that each group will have 20 minutes to record the main points of its discussion. Students are to use the following statement and questions to guide their discussions: Some individuals who are accorded high prestige because of the groups to which they belong would be considered of low prestige without this group membership. a. Can you cite examples which support or contridict this statement?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	4. (continued) b. How does this affect the feelings of the members, and the production of the group to which such an individual belongs? c. How does this affect your attitude toward such an individual and your perception of the social class or group to which he belongs? d. Is a perfectly classless society the democratic ideal? Is a classless society possible in the United States? (The teacher should help the students recognize that in an industrialized society, technical efficiency demands a high degree of specialization which leads to division of social prestige.) e. How do you reconcile the principle that "all men are created equal" with the fact that social classes exist in the United States? After twenty minutes, stop the discussion and have each group post its discussion sheet where all the class can see it. Allow ten minutes for class members to read and discuss each other's points. Use this learning activity as the basis for developing a retrieval chart in Learning Activity #5. 5. Develop a retrieval chart with the students. Ask the students to-- a. copy the following headings into their notebook from the chalkboard, and

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	5. (continued) b. fill in their charts while the teacher is charting the information on the board.

Reasons for the development of social class system	Reasons for the continued need for social class systems
1. (e.g.) There is a need for increased specialization and division of labor in technological societies.	1. (e.g.) Greater specialization requires more specialized education, which leads to increased prestige and economic status, thereby rewarding the long-term efforts of acquiring the specialized knowledge.
2.	2.

6. Conduct a survey of class members to determine their perceptions of the number of social classes in the United States, the approximate percentage of the population in each social class, and the estimated family income for each class. Retrieve the results on the chalkboard in a chart similar to the one below.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	6. (continued) Compare and contrast student responses and challenge students to defend their opinions with evidence and examples.

Suggested name of social class	Approximate % of population	Estimated family income range

Use the chart as a springboard for a class discussion emphasizing the diversity of opinions about social class lines in the United States. Ask the students to challenge or support the statement, "The United States is a classless society," and justify their positions.

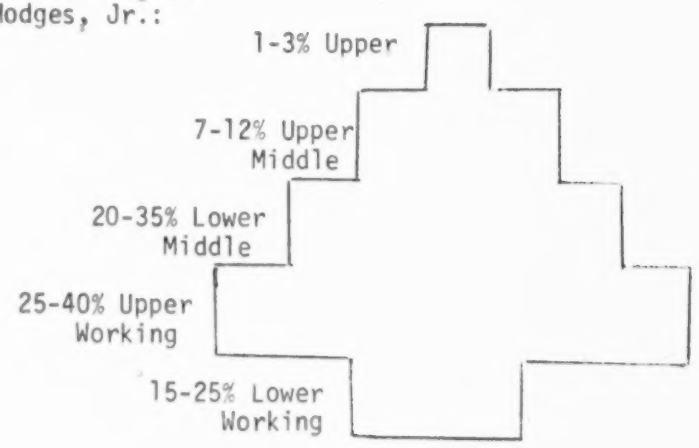
7. Distribute to students copies of the following chart and information, "Sociologists' View of Social Class Structure in the United States."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	7. (continued)

Viewpoint of Sociologist
W. Lloyd Warner:

% of total population	Social Class	Income Range
1/2%	Upper Upper	$100,000
1/2%	Lower Upper	100,000
10%	Upper Middle	10,000 - $100,000
25%	Lower Middle	7,000 - 12,000
40%	Upper Lower	4,000 - 7,000
25%	Lower Lower	0 - 4,000

Viewpoint of sociologist
Harold M. Hodges, Jr.:



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	7. (continued) Use this study sheet as a springboard for class discussion comparing and contrasting students' perceptions of social class structure with those of sociologists Warner and Hodges. The following questions may guide your discussion: a. What are some differences between students' perceptions of the social class structure and those of the sociologists? Hypothesize reasons for the differences. Do the same for the similarities in perceptions. b. How does the social class structure depicted by Warner contrast to that of Hodges? Hypothesize reasons for the differences and discuss whether the differences exist merely in terminology, or in actuality. c. In which class do you think most individuals in the United States would rank themselves? Why? Point out that sociologist Richard Centers conducted a nationwide survey using a division into upper, middle, and lower class, in which over 80% of those responding ranked themselves in the middle class. d. How do you account for the differences between individuals' perceptions of their social class and the social class divisions defined by sociologists?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	7. (continued) e. With whose social class labels do you agree most: Warner, Hodges, Centers, or those developed by the students in Learning Activity #6? Why? Note: In this discussion the teacher should emphasize that students, as sociologists, are not making moral statements about the "goodness" of one social class or the other. The task of sociologists is to find out and describe what the social reality is, not what it ought to be. 8. Lead a class discussion aimed at developing broad generalizations about the incidence, distribution, and interrelations of social classes in United States society at large. Use the following questions to guide the discussion: a. What features or characteristics are common to the six social class groupings? b. What features or characteristics are unique to each social class grouping? c. Are individuals in the same social class groupings more alike than different, or vice versa? Support your answer with specific examples. d. If you assumed the role of sociologist in today's United States society, what changes, if any, would you make in Lloyd Warner's classifications? Justify your answer.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	8. (continued) e. It has been said that "Nothing is constant but change." In view of this, what changes do you predict in the social class system in the United States within the next twenty-five years? 9. Instruct each student to define social class, supporting his definition with personal observations. Then, use the information gained from the activities in this section to compose two lists: a. reasons supporting the development of social class systems, and b. forces that may influence social class systems to change. Students may then meet in small groups to exchange, challenge, and justify their lists until they develop two lists that have group consensus. A representative from each group may share the lists with the class.

GOAL 7: THE STUDENT WILL DETERMINE THE EFFECTS ON AN INDIVIDUAL'S BEHAVIOR WHICH ARE CAUSED BY THE PROBLEMS HE ENCOUNTERS AS A RESULT OF A SOCIAL CLASS SYSTEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW IS AN INDIVIDUAL'S BEHAVIOR AFFECTED BY THE PROBLEMS HE ENCOUNTERS AS A RESULT OF A SOCIAL CLASS SYSTEM?	Using the research data obtained from an in-depth study of one of Lloyd Warner's six social classes, the students will identify and define his perceptions of the major problems faced by individuals in this social class, evaluate the relationship between poverty and social class mobility in the United States, and perceive the effect of the mobility factor on the behavior of the individual.	1. Have the students form into six separate research groups to do an in-depth analysis of one of the social classes, based on W. Lloyd Warner's categorical breakdown of U.S. society into six social classes--upper-upper, lower-upper, upper-middle, lower-middle, upper-lower, lower-lower. Make sure that each class is being analyzed. Direct students to available resources in different textbooks, libraries, the bibliography of resources, and Vance Packard's Status Seekers and Pyramid Climbers. Depending on the class' level of organizational skills, it will probably be necessary for you to assist the groups in structuring their research activities and organizing their analyses. Since it is so important that students acquire these skills, it is suggested that you spend as much time as possible supporting the students' efforts throughout this activity. In terms of the specific social class chosen to research, students should consider the following questions in assembling the data: a. What criteria are used to determine an individual's position in this social class? Rank the criteria from most important to least important. b. Are there general behavior patterns related to individuals in this social class? Identify specific examples for each, either in written form, in cartoon or pictorial form, or in chart or outline form. Consider the following:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	1. (continued) -dress -recreational activities -manners and customs -family and child-rearing customs -marriage and divorce customs -health and health care -attitude toward minority groups -political affiliations -educational level -main occupational activities -religion -source of income -important values and attitudes -friendship patterns -grades in school -residential neighborhood -possession of leisure time -attitude toward roles of men, women, mother, father -technological skills -service to the community c. How much, and what kind of, press, TV, and radio news coverage is goven to individuals and groups in this social class? For example, compare press coverage between the Miami Herald, the Miami News, and Channels 4, 7, and 10. d. Are there different geographical regions in the United States where individuals or groups in this social class have higher or lower status than in other geographical regions? On what basis?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	1. (continued) e. Are there specific stereotypes, terms, or names used to refer to individuals in this social class? Identify and indicate the effect of each term. For example, members of the upper-upper class might be referred to by the term "blue bloods," which has a positive connotation. f. What avenues or steps are open for an individual's upward mobility from this social class? Compare the opportunities for social mobility today with social mobility in the past. g. What role and effect does this social class have in the power structure of the Miami community? In the United States as a whole? Collect newspaper or magazine clippings to support and illustrate the point. h. What are the multi-facted effects of occupation on determining an individual's position in this social class? For example, the occupational position a man holds is affected by his educational background and, in turn, affects his annual income. Income, in turn, may decide what type of home and residential location an individual can afford, which affects his social class position.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	2. Once all research has been completed, instruct each research group to plan how to present the data gathered in Learning Activity #1 to the class. Encourage diversity and creativity in presentations by suggesting the following approaches: a. Use a TV-type interview of a panel of experts. The group might choose to have a class member who is not in the research group interview the research group members. b. Develop a bulletin board display depicting the factors relating to this social class. Using charts, graphs, posters, and other pictorial items from newspapers and journals, the students may write appropriate headings and titles for the display, including questions and a summary of the data for each element. c. Assume the role of one or several individuals in that particular social class and prepare a series of diary entries written by that individual from early childhood to retirement age, tracing the interrelationships of his achievements and attitudes to his social class. 3. Use the research data presented for each social class to compare, contrast, and analyze with your class the social class system in the United States. Duplicate copies of Appendix G, "Analysis of Consequences of Social Class System in the U.S.," for each student. Focus the class discussion on completing the columns and justifying the responses. Topics to be considered include:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. (continued) a. the effects of different social classes on individual's behavior, attitudes, and achievements, and b. the consequences of the different social classes on United States society at large. 4. Have students select one of the statements below to discuss pro or con, then form into groups of five to seven students who have also selected the same topic. Students should elect a recorder who will list on poster-size paper the pro and con points of view for each statement discussed. Each group should share the results of its discussion with the class. Statements to debate: a. Social classes in the United States are more alike than different. b. The Horatio Alger story of a rise from rags to riches is a myth. c. The more money an individual has, the more successful he will be. d. Money can't buy happiness. e. It's all too true that the rich are getting richer and the poor are getting poorer.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	5. Have each student assume the role of an individual from the social class of his choice and select one of the following open-ended statements to develop into a written paragraph according to the perception of that individual. a. It's perfectly clear to all decent Americans that there is much opportunity for..... if only... ..... b. It's perfectly clear to all thinking persons that the way to solve our struggles for social position is by..... c. Anyone who knows what's going on in "middle class America" will tell you that..... d. What is wrong with social class differentiation is that it results in..... Ask students to share their reaction papers with the rest of the class. On the chalkboard, note the major ideas presented. Compare and contrast the points of view, and develop possible explanations for the variety of perceptions presented. 6. Ask the students to form into groups to research, discuss, and analyze the relationship between poverty and social class in the United States by completing the following activities.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	6. (continued) a. Discuss in small groups how they would explain to a foreign visitor the fact that the United States is a comparatively wealthy country, but at the same time there are estimates that somewhere between forty and fifty million people live in such poverty that they wonder where their next meal is coming from. b. Identify at least three forces within American society and three characteristics of the life style of individuals in the lower classes which contribute to the cycle of poverty. c. Trace the interrelationship between these societal and individual factors which make it difficult to break the cycle of poverty. d. Form into groups of three to develop plausible solutions for three of the problems faced by the poverty-striken which would facilitate upward social mobility and thus break the cycle of poverty. 7. Using the information gained from the activities adopted to this objective and the study of Lloyd Warner's six social classes, instruct each student to imagine himself in a social class other than his own in order to develop a written paper detailing problems he believes are faced by individuals of that class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	7. (continued) Papers must assess how an individual in that position might go about solving the problems perceived to be facing him. Related topics that should be included, as appropriate, are poverty, mobility, status, and individual worth. For example-- a. How does relative income affect social class mobility for an individual in the chosen social class? b. What means are available to members of that social class seeking to raise their status? c. How is the individual's behavior affected by the ease or amount of social mobility available in his social class?

GOAL B: THE STUDENT WILL MAKE INFERENCES ABOUT THE CONCEPT OF SOCIAL MOBILITY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CAN A SOCIAL CLASS SYSTEM BE DEVISED TO AFFORD EACH INDIVIDUAL EQUAL OPPORTUNITY FOR SOCIAL MOBILITY BASED ON PERSONAL WORTH?	A. Upon completion of the needed research and selected activities, the student will: 1. develop and justify a prototype society in which each individual has an equal opportunity to determine his own social status; 2. compare and contrast this prototype with the society in which he lives; and, 3. suggest specific ways in which he might work to move our society toward his prototype society.	1. Have students form into triads to devise a questionnaire to sample fellow students' perception of: a. their current places in the social class hierarchy; b. their reasons for identifying with this class; c. their perceptions of where they will be in the hierarchy ten years from now, and why. In the first part of the questionnaire, students may wish to pattern their questions after those of the Survey Research Center, which uses the following question to determine social identification: "If you were asked to use one of the four names for your social class, which would you say you belong in: the middle class, lower class, working class, or upper class? Working with the chalkboard, the class will discuss various questionnaires and devise one composite questionnaires which is acceptable to everyone. This questionnaire will be reproduced for the class and filled out anonymously. It is recommended that as large a sample be gathered as possible. Perhaps the questionnaires could be distributed in other classes. Ask them to assure their students that the questionnaire is anonymous. 2. The teacher and/or students will tabulate the results, and the class will analyze the data using the following questions as guidelines for a class discussion:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	2. (continued) a. Do the results indicate that students identify more with one social class than another? Why do you think this is so? b. Do the results indicate that students recognize the reality of the social class structure as perceived by Warner and Hodges among themselves? If so, what factors account for this? d. Do the results indicate that students anticipate their movement upward or downward in the social class hierarchy in the future? What is the significance of this for American society in general? 3. Have the students consider their own involvement in the distribution of status or prestige among their peers by answering the following questions: a. Is there equal rank or distribution of prestige among members of the student body? Why? b. What criteria do you use to rate groups of students within your own social school as "in" or not? c. Is this rating a formal (i.e. according to established rules) or informal (i.e. casual) process? Why? (For example, is there an unwritten rule which states that student body officers deserve greater prestige than first year high school students?)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	3. (continued) d. What effect do you think the rating of "in" or "not in" has on the individual's feelings about himself and on his consequent behavior? Cite examples. (i.e. How do you think a student who believes himself "not in" feels when he enters a room full of students he rates as "in"?) e. Once a person is considered by other persons to be, or not to be, "in," can his status be changed? How? f. In what ways are the traits by which you rank your fellow students the same as, or different from, those by which individuals in the larger American society are rated? Justify your answer and cite examples. (Discuss the existence of different ranking criteria: for example, adolescents often rank each other on the basis of personal qualities such as dress or appearance, while "middle" America tends to rank people on the basis of possessions or power. What other ranking criteria can the class think of? What segment of the American population is each one representative of?) 4. Divide the students into research groups and direct them to available resource material in periodicals, newspapers, books, and reference books. Students should proceed as follows:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	4. (continued) a. Complete the necessary research to identify for a prototype society those elements which would provide equal opportunity for each individual to determine his own social status. b. Plan a method for sharing this information with the rest of the class (i.e. present data in pictorial form, such as a graph or chart; conduct a panel interview; present "This is My Life" or other TV scripts; prepare a written report; role-play the problem-solving of hypothetical situations; tell an open-ended story; etc.) c. Present the information to the class, and justify the inclusion of each element as a factor relating to the individual's opportunity to determine his own social class. 5. Using the headings "Social Class structure in a Prototype Society" and "Social Class Structure in Current U. S. Society," ask the students to complete a chart comparing and contrasting the main ideas of each of the prototype societies with the society in which we live. Then ask the students to-- a. identify the three most important factors in the prototype societies which contribute to individual determination of his own social class, and b. suggest ways in which they, as students, can work toward developing these three elements in our present society.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	(continued)	6. Taking into consideration the information learned about social class systems in all the previous learning activities, the students should be instructed to-- a. develop and justify a prototype society which would provide equal opportunity for each individual to determine his own social status, including at least three major factors which provide social nobility based on individual worth; b. compare and contrast his prototype with the society in which he lives, considering at least three of his major premises; and, c. suggest specific ways in which he as an individual might work to move our society toward his prototype society.

GOAL 9: THE STUDENT WILL FORMULATE HYPOTHESES ON THE EFFECTS OF POPULATION, CRIME, AND VIOLENCE ON THE INDIVIDUAL AND HIS SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES POPULATION AFFECT THE INDIVIDUAL AND HIS SOCIETY?	A. Given maps of world population distribution in 1900 and 1970, the student will give appropriate geographic, historic, economic and/or cultural reasons for the patterns of distribution to pinpoint major trends in distribution change, and to predict future population trends on the basis of past tendencies, birth and death rates, and other material encountered in this unit.	1. Divide the class into five groups to do research and to design graphs or maps depicting any two of the following aspects of world population growth and distribution. Make sure that all projects are chosen. It is suggested that as many groups as possible do one graph and one map. a. Graphs Depicting (1) world population from 1700 to 1970 in twenty-five year intervals (2) the birth rate from 1700 to 1970 in twenty-five year intervals (3) the death rate from 1700 to 1970 in twenty-five year intervals (4) the level of life expectancy from 1700 to 1970 in twenty-five year intervals b. Maps Depicting (1) the uninhabitable areas of the world (2) the concentrations of world population in 1700 (3) the concentrations of world population in 1800 (4) the concentrations of world population in 1850 (5) the concentrations of world population in 1900 (6) the concentrations of world population in 1970

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	1. (continued) Groups may organize their own approaches to the projects. (For example, some members of one group may be designated as researchers, and others as graphic artists. Another group may decide that half of its members should be responsible for each project.) Emphasize that you will be available to assist the students by suggesting resources or methods of organization, but that the students are encouraged to assume full control of their projects. Once the maps and graphs have been constructed, each group is to draw conclusions from or make generalizations about the data that has been organized in its projects. One member should be appointed by each group to present and interpret each project for the class. Copies of maps and graphs should be made available for all students before the presentations. After all projects have been interpreted for the class, lead a brainstorming session encouraging the class to compare and contrast the maps and graphs in order to develop broad generalizations and hypotheses concerning the growth of world population, the results of population growth, and the effects of uninhabitable areas on populations living nearby. 2. Direct each student to choose an underpopulated or underdeveloped country in order to explore the reasons why it is underpopulated or underdeveloped. Students may use project reports from Activity #1 as a starting point for individual research. Geographical,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	2. (continued) climatic, economic, and cultural aspects may be incorporated in hypotheses. One the student has gathered sufficient infofmation, he will write an analysis or a story illustrating the difficulties that an individual would have to face in order to advance his position in that country. You may wish to invite some students to develop and present a sociodrama based on one of the best stories. 3. Present the following questions to the class for discussion and interpretation: a. In what ways does nature affect the birth and death rates of the human species? (Explain the difference between fecundity and fertility.) Interested students or groups of students may choose or be assigned to prepare reports on major natural events that have gravely affected the birth or death rate, the Black Death in medieval Europe or the recent earthquakes in Peru, for example. b. How might society and the individual be affected if the rate of birth remained unchecked? After the class has discussed this question, have students form groups of four or five to present their perceptions of conditions that might be brought about by an uncheked birth rate. Encourage the groups to be as creative as they wish and to use a variety of artistic forms. Different forms that they may consider might include:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	b. (continued) the script of a news program in the future to be presented to the class, a sociodrama depicting overpopulated living conditions and their effect on an individual, a mural on butcher paper to which all group members contribute, a suicide letter, a speech made by an individual advocating birth control in the future, a poem, a puppet show with puppets made and costumed by the group, or an episode of a favorite TV program cast in the future. 4. Lead a class discussion concerning the results of man's effecting changes in the natural rates of birth and death. The class should come to a greater awareness of both constructive and destructive effects, (i.e., medical advances lower the death rate; wars raise it.) Relate the problem of pollution to the destruction of nature's balance and possible effects to human birth and death rates (for example, mercury poisoning). Once the class has become involved with the different aspects of this topic, have the students divide into two groups to debate the statement, RESOLVED: That man's interference with the natural rates of birth and death is harmful to the human species. Try to keep the two groups about the same size by assigning undecided students to the smaller group. The class is now divided into two teams of researchers. Assist them in locating appropriate resources, reminding them not to overlook national magazines and journals.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	4. (continued) After having compiled sufficient data to support its position, each group will elect three debators or several teams of debators (depending on the size of the class) to handle separate topics in their argument. Familiarize the class with debating procedures before the students begin to organize their presentations . You may serve as the moderator, or you may choose a student to fill the position. (It is recommended that student-moderators be well respected by the other students and recognized as class leaders.) Those students who are not serving as active participants in the debate should be given a specific role to fulfill as observers. Assist these students to draw up a rating sheet itemizing important points concerning content and presentation to be evaluated. You might do this while the debators are preparing or practicing their presentations. Each observer should evaluate a member of the opposite team. For example, a student who did research supporting the resolution must evaluate a member of the team arguing against it. Make sure that all debators are being evaluated. After the debate each team should meet with its evaluators for a feedback session to discuss performances. It is recommended that careful judgment be exercised concerning the amount of emphasis given the evaluation. This part of the learning activity is intended as a valuable experience involving peer feedback for the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	4. (continued) debators and exercise of critical judgment on the part of the evaluators. However, students may easily feel threatened if the evaluation procedure is not skillfully presented and controlled by the teacher. Help your sensitive students to choose the positions best suited to their abilities. 5. Refer your students to the graph depicting the levels of life expectancy between 1700 and 1970 that was developed in Activity #1. During the discussion terminating that activity, the class should have concluded that there is a direct relationship between a rise in the level of life expectancy and increased population. Discuss this relationship. What factors have most affected the level of life expectancy in the past? When? To increase it or decrease it? Interested students may report on individual discoveries or situations. 6. Ask interested students to research and report to the class various aspects of Malthus' theories of population. A student may choose to explain one of the following principles: a. geometric increase in population; b. arithmetic increase in the supply of food; c. restraints on overpopulation; d. inevitability of overpopulation;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	6. (continued) e. need for individual and societal restraints on reproduction; or he may choose to discuss the flaws in one of Malthus' theories regarding: a. control of reproduction; b. advances in the production of food and other materials; c. advances in medical science; d. international distribution of food and means of production. After all reports have been presented, lead the class in an objective discussion of the extent to which Malthus' theories are proving to be correct in the world today. 7. Divide the class into triads. Each student should have his copies of the 1900 and 1970 world population distribution maps that the class developed in Activity #1. Each member of a triad will choose two of the following areas: Africa, Asia, Australia and Southeast Asia, Europe, South America, and North America. (Make sure that areas of responsibility have been divided so that each group will be covering all parts of the globe.) Concentrating on his area of responsibility alone, each student will...

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (continued)	7. (continued) a. identify in writing at least five appropriate geographic, economic, and/or cultural reasons for patterns of population distribution in 1970; b. compare the 1900 and 1970 population distribution maps and formulate in writing at least two major population trends, citing specific evidence for each; and c. predict in writing future population trends, substantiating his hypotheses on the basis of past tendencies, birth and death rates, and other material encountered in this goal. Each triad will then regroup and organize from its members' contributions a world view of population trends, either written or charted on map outlines. Encourage the triads to formulate hypotheses relating population trends to comparative development rate of nations and consequent factors of international relations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DO THE POPULATION TRENDS IN THE UNITED STATES COMPARE TO OTHER PARTS OF THE WORLD?	B. Upon completion of the suggested learning activities, the student will analyze population trends in the United States; compare and contrast population trends in the U.S. with those in other parts of the world; formulate appropriate geographical, historical, economic, and/or cultural reasons for differences or similarities; and, predict international consequences that might result from the different growth rates.	1. Divide the class into five groups to do research and design maps or graphs depicting any two of the following aspects of U. S. population growth and distribution. Make sure that all projects are chosen. It is suggested that as many groups as possible do one map and one graph. (See Activity #1 for the previous objective.) a. <u>Graphs Depicting</u> (1) U. S. population from 1700 to 1970 in twenty-five year intervals (2) the birth rate in the U. S. from 1700 to 1970 in twenty-five year intervals (3) the death rate in the U. S. from 1700 to 1970 in twenty-five year intervals (4) the level of life expectancy in the U. S. from 1700 to 1970 in twenty-five year intervals b. <u>Maps Depicting</u> (1) the concentrations of population in the thirteen American colonies in 1700 (2) the concentrations of U. S. population in 1800 (3) the concentrations of U. S. population in 1850 (4) the concentrations of U. S. population in 1900

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	1. (continued) (5) the concentrations of U. S. population in 1970 (6) the concentrations of population in Florida in 1970 Once the maps and graphs have been constructed, each group is to draw conclusions from or make generalizations about the data that has been organized in its projects. Each group will choose a team of two to present and interpret each project for the class. Presentations should include comparisons with the maps and graphs depicting the growth and distribution of world population that were devised in Activity #1 for the previous objective, hypotheses presenting reasons for differing population trends. Copies of all maps and graphs should be distributed to all students before the presentations. You might like to lead a terminating discussion concerning some international consequences of the differing rates of population growth between the United States and other nations of the world. 2. Conduct a class discussion about the trends of birth rates in the United States. Given the information gathered in Activity #1, what generalizations can the class make concerning past trends? Provide or encourage a historical frame of reference. What is the present trend in the birth rate? Discuss the factors that probably have affected this trend. (For example, availability of birth control information and methods, legalization of abortion, urbanization, rising cost of raising children properly,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	2. (continued) breakdown of extended-family patterns in preference for nuclear-family patterns, etc.). Ask the students to predict future trends, giving reasons for their predictions. Note: When initiating discussions, it is best to allow students to arrange their desks in a discussion circle one layer deep. This formation encourages participation and personal interaction. (For more information about techniques for leading discussions, you might consult Glasser's Schools Without Failure.) 3. Discuss immigration as an aspect of U. S. population growth, referring to the graphs of the U. S. population. Determine with the class which drastic increases in population depicted on the graphs were caused to some extent by waves of immigrants. Discuss what factors might have caused all these people to leave their native lands. What expectations must they have had about the U. S.? Suggest to the class that large waves of immigrants affect patterns of prejudice. Direct each student to choose one national or cultural group that has emigrated to the United States and research possible prejudicial reactions to them. The student should compare in writing that group's acceptance at the time of immigration with their acceptance today. Instruct the class to pay particular attention to these questions: a. How has that cultural group become more assimilated into the general American culture?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	3. (continued) b. What means were used to effect this upward social mobility? Divide the class into groups of five. Each group will compare all members' papers and then choose one to dramatize or combine them to produce a sociodrama script. Instruct the groups to make the focal point of their dramas the difficulties that an immigrant might have to face in his effort to become acculturated. Scripts should encompass the points of view of the native American as well as the immigrant and should move toward a realistic understanding or compromise between the two. You might wish to preview the skits before they are presented to the class. Provide for feedback from the class in the form of discussion--including challenges and constructive evaluation--after each skit. You may moderate the discussions, or one member of each group may be chosen as discussion moderator. 4. Lead a class discussion analyzing the implications of the changing concentrations of population in the United States. The students should use the maps drawn up in Activity #1 as background information. List conclusions formulated by the class on the chalkboard. Stop the discussion when you feel the class has arrived at a reasonably comprehensive list of conclusions concerning changing concentrations of population. Have the list mimeographed and distribute a copy to each student. You may wish to have each student prepare a report or write an analysis

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	4. (continued) depicting the reasoning behind one of the conclusions. Or you may wish the students to describe incidents in their families' lives or in friends' lives that support one of the conclusions. (For example, one of the conclusions that the class lists might be that many people have been moving into the cities in the last decades. One student may support this conclusion personally by telling of his family's move from a rural district into metropolitan Miami.) 5. Have each student choose a conclusion from Activity #4 as a frame of reference to compare and contrast in writing applicable population trends in the United States with those in at least two other countries. (For example, if the student has chosen the conclusion that many people have been moving into the cities in the last decades, he may compare and contrast mobility toward cities in the United States with that in England and in India.) Students should be advised to select countries with different types of population trends. Individual research may be applied as well as information gathered by the class for Activity #1 of the preceding objective. All hypotheses must be supported by appropriate geographic, historic, economic, and/or cultural reasons for differences or similarities in population trends.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	6. Direct the students to form into triads. Each member of a triad will read the other two members' papers analyzing one conclusion concerning population trends. (See Activity #5.) Give the triads time to discuss and critique all three papers among themselves; then instruct each group to choose one paper and construct a critical international situation which might develop as a result of the differing national trends analyzed in that paper. Direct each triad to write a story or the plot of a story depicting the resulting situation. One member of the group may read the story or describe the plot to the class, or the triad may write the story in script form so that each member has a part to read. After the story or script has been read, the class will try to pinpoint the causes for the situation. Have the triad sit in front of the class during the presentation and the discussion. You may need to help the triad members direct the discussion. Each student is to choose a country or an area of the world whose rate of growth is distinctly different from that of the U. S. Based on knowledge gained through the learning activities in the last section as well as those in this one, the student will write a two- or three-page paper, comparing and contrasting the chosen country or area with the United States in terms of population growth and distribution. Students should include the following processes: a. analysis of the broad population trends in both areas; b evaluation of the important differences between the population trends in the two areas;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (continued)	6. (continued) c. formulation of appropriate geographical, historical, economic, and/or cultural reasons for differences or similarities; d. prediction of international consequences that might result from the differing growth rates. (If you wish to provide the students with immediate feedback, you might have them pair off and react to each others' papers. In this case, you should give the class some pointers on constructive evaluation.)
HOW DOES INCREASING POPULATION AFFECT SOCIETY?	C. Upon completion of appropriate activities and research, the student will develop and analyze a vital social problem that might be caused by increasing population. He will also formulate a preventive plan of action based on his analysis.	1. Discuss with the class the historic effects of the dual phenomenon of industrialization and urbanization on population density and distribution. Include the following topics: a. the reciprocal stimulus of industrialization and urbanization in the mid-nineteenth century; b. the development of a social revolution as one aspect of the Industrial Revolution; c. the growth of cities as a result of technological change; and d. the change in family patterns as a result of industrialization. As further investigation of this topic, ask interested students to research the effects on population growth and distribution of the following aspects of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	1. (continued) industrialization and report their findings to the class. - mass production and resulting prices of consumer goods - increased variety of job opportunities - possibility of surplus income - family dependence on market as opposed to self-sufficiency - increased trade with other countries - widespread interest in research and invention - emerging national competition for industrial resources 2. Select two students as recorders. With the class, draw up two lists, one of factors that encourage population growth and the other of factors that discourage population growth. The lists should be recorded on the chalkboard to be copied by the students. Encourage the class to discuss each factor in order to decide whether it actually belongs where it was placed. Draw the students' attention to the fact that some factors may belong in both lists. Interested students may be asked to research and report on one of the factors. Certain students may be particularly motivated if they disagree with the concensus of opinion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. - (continued)	3. Divide the class into small research groups. Each group is to hypothesize a problem that unchecked population growth may cause with respect to the continued existence and the distribution of natural resources such as food, water, air, living space, recreation space, etc. Once the group has established a problem that interests them, assist them in researching its causes. They should determine and analyze the present trends that will cause this problem if not amended, and then predict the consequences to society and to the individual. Each group's findings and predictions are to be written up in the form of a TV news program or panel interview to be presented to the class. 4. Present this question to the class for contemplation and discussion: How and why has the concept of uninhabitable or waste land changed in the last decades? Students may use the map of uninhabitable areas drawn up in Activity #1 of the first objective of this goal for background information. Conduct a brainstorming session to discover the different ways which man has devised to make uninhabitable or waste areas productive. Examples that might be elicited include Israel's reclaiming of desert land, Japan's cultivation of the ocean as farming ground, methods for controlling temperature and irrigation, the development of hardier or more productive strains of animals and plants used for food, experiments in drawing salt from salt water, recent projects concerning living underwater, research on dome-cities that can be constructed in unhabitable land, recycling of waste waters, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	4. (continued) After the class discussion, have each student devise and justify, in writing, a method of expanding available natural resources by making uninhabitable or waste areas productive. Students may research existing experimental methods or invent methods based on their understanding of the limitations of existing natural resources. After the plans have been prepared, let the class divide itself into groups of five to discuss their plans among themselves. Each group may choose one paper to be presented to the class for discussion after each member has contributed to expanding or elucidating the chosen plan. The class should form into a horseshoe (one layer of desks or chairs deep) for the discussions. The group whose plan is being presented should be seated in a row across the open end of the horseshoe with the chosen group discussion leader in the center. It is desirable, but not necessary, that the discussion leader be the student who wrote the paper chosen for discussion by the group. 5. Have the students confine themselves to a restricted area of the room (for example, two square feet per student) for fifteen minutes. Instruct them to move around within the area and talk to one another as much as possible. Encourage them to pay particular attention to their frame of mind and the feelings that this closeness causes in themselves and in the other students confined with them. After the fifteen minutes, the students should return to their seats to discuss the following questions:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	5. (continued) a. How did they feel while in such close contact with many other people? b. Did these feelings cause or encourage them to react to people differently than they normally would? c. How would they feel and how would it affect their behavior if they were exposed to similar conditions all day? d. Can they make any comparisons between this situation and life in a crowded city? e. Do the comparisons clarify some of the causes of people's behavior in big cities? f. What might happen to people in the future with regard to crowded conditions if the population were to remain unchecked? Divide the class into groups of five, allowing the students to choose their group-members. Each group is to develop a pantomime to demonstrate their conception of how people might feel living in overcrowded conditions. Acquaint the class with the methods and limitations of the pantomime form before they begin to develop their presentations. After each presentation, the class may try to think of one word that best describes the mood of the pantomime. Each group will judge the suggested

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	5. (continued) words and choose the best description for their pantomime. 6. Present the class with the following research projects: a. Research and report on the psychological and behavioral problems that can result when many people live in too small an area. (Students may consult The Human Zoo, The Naked Ape, The Territorial Imperative, or The Secular City, as well as other appropriate materials. Remind them to consult psychological journals as valuable sources of information. b. Research and report on the results of recent experiments performed with mice, rats, monkeys, and other animals confined to a certain area and allowed to reproduce without control. c. Research and report on conditions in Japan, India, and other parts of the world that have become overpopulated. Include a discussion of the effects of crowded conditions on the values and behavior of the people living there. d. Research and report on the rate of suicides as a factor of overpopulation. Predict what might happen in the future concerning the suicide rate given various projected population figures.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	6. (continued) You may want each student to choose a project and do individual research. In this case, the activity may be extended profitably if students having chosen the same project come together to discuss their findings before presenting a composite report to the class. If your students need practice organizing themselves to work cooperatively in groups, you may wish to divide them into small groups first and allow each group to choose a project and organize its report. Emphasize to the class that you will be available to suggest resource materials and methods of organization if they come to an impasse. You will be needed to provide skillful direction whether the students work individually or in groups. After all reports have been presented and discussed, initiate a discussion concerning the value of human life in countries that have become overpopulated. How does this compare with the value of human life in countries that can support their population comfortably? 7. Have the students conduct a survey of-- a. the number of children their parents have, b. the number of children they would like to have, and c. their reasons for wanting that size family. Students may interview one another and turn in the results, or you may distribute a questionnaire for

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	7. (continued) them to answer and return to you. Draw two distribution charts on the chalkboard showing the results of the first two items in the survey. Ask the students to compare the two and discuss the conclusions that they draw from the comparisons. List the reasons for each size family on the chalkboard. Prompt the students to discuss their reasons, making clear what effect they think the family size they prefer will have on the individuals in that family. After a certain length of time, point out that there has been very little success in changing one another's opinions. Discuss with the class people's reluctance to give up opinions concerning basic values. 8. Encourage the students to discuss the possible consequences to the individual and society of the following attitudes toward population control. a. Each family should be able to have as many children as the parents feel they can afford, even if it means the children won't receive as many benefits. b. One country is not affected by another country's population problems; therefore, each country should be responsible for providing only enough food and other necessities for its own people. c. Overpopulation is a severe problem that will probably affect our grandchildren if we ignore it; therefore, we should limit ourselves to two children for their sake.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	8. (continued) d. My church believes in large families, so I won't consider the problems that overpopulation might cause. Divide the class evenly among the four attitudes, taking their interests into account as much as possible. Divide each group into pro and con, assigning undecided students to the smaller groups in order to keep the two sides as even as possible. Instruct each sub-group's members to find information in different resources supporting their position. Analysis of the attitudes should also include answers to the following questions: a. Who would be likely to hold this opinion? b. Why would these individuals probably believe this? c. What might happen if everybody felt this way? Prepare the groups to debate each attitude informally before the rest of the class. Arrange the desks or chairs in a vague diamond shape with the debators forming one V (pro and con sub-groups roughly facing one another) and the rest of the class, a larger V roughly facing the debators. During the presentation, the observers should take notes of questions and evaluating comments that they wish to address to the debators in a feedback session after each debate. Allow the debators to answer questions and acknowledge criticisms as fully as possible.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	9. Present the following open-ended situation to the class. Explain that each student will be expected to react to the situation and justify his or her opinions and decisions. You may wish to mimeograph the next three sections of this activity and distribute it to the students. a. It is the year 2000, and a debate is raging furiously in the Senate. There is a vitally important U. N. meeting in two days, and the President has asked Congress, as representatives of the people of the United States, to advise our representative how to cast his vote. The issue is whether governments, considering the problems that overpopulation is causing, should limit the number of children allowed each family. Those Senators who support the resolution have pointed repeatedly to the declining standard of living, the overcrowded cities and schools, the rise in unemployment, and a growing sense of personal despair and meaninglessness, among other problems, as conditions that controlled population would go a long way toward relieving. Those Senators against the resolution have emphasized just as urgently the right of the individual to determine his own beliefs concerning children, and the questionable value of a government that would meddle in people's private lives, among other agruments. Finally, the most respected member of the Senate is recognized, and the hubub dies down as everyone turns to listen to him....

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	9. (continued) b. You are the respected Senator from Florida: everyone is waiting to hear what you will say. What you decided about the issue of government establishing controls (limit of two) on the number of children a family may have? Remember that it is the year 2000. How will conditions have changed if the 1971 birth rate has continued unchecked until that time? Consider available natural resources, distribution of the population, the effects of overcrowded conditions on the individual's values and behavior, and the other topics you have discussed in this unit. Once you have determined your stand and the reasons for it, write your speech as the respected Senator from Florida addressing the Senate. Be sure to justify every opinion or decision. (You may wish to do some research to make your opinions more knowledgeable. Your teacher can help you find appropriate materials.) c. Think about the following questions and be prepared to defend your point of view. You may make short notations of your arguments to refer to during the discussion later on. Would you change your recommendation to our representative to the U. N. if-- (1) none of the other countries in the world were willing to limit their families to two children?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	9. c. (continued) (2) only our allies were willing to limit their family size? (3) every important country was willing to limit its family size? (4) underpopulated countries were encouraged to promote large families, but all other countries decided to limit family size? Have each student read his speech to the class and answer questions about his point of view. Tell the class to save criticisms and discussions about opposing viewpoints until every speech has been read. Then open the floor for discussion. It is suggested that you act as moderator since this activity is structured to promote emotional envolvement with a particular point of view. After the discussion of the speeches, divide the class into two discussion groups, those for and those against the resolution. Appoint, or let the groups select, a student moderator and a student recorder for each group. Each moderator is to lead his group in an orderly discussion of the four challenges listed under Section III of the students' directions. He should enforce the rule that anyone who expresses an opinion must give the reason for it. The recorder is to chart the number of people in the group who would change their opinions for each challenge.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	9. (continued)

After each person's opinions have been considered, the recorders of the two groups will present their information to you. You may put a composite chart depicting these results on the chalkboard for the students' information

	PRO	CON
#1		
#2		
#3		
#4		
CHALLENGES	NO. OF STUDENTS CHANGING OPINIONS	NO. OF STUDENTS CHANGING OPINIONS

Help the class draw conclusions from the chart. Are there any challenges that caused many students to change their opinions? You may wish those students to tell the class why they changed their opinions. What convinced them?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (continued)	10. The student will develop a vital social problem that might be caused by increasing population and analyze that problem in writing by: a. stating the problem succinctly in terms of natural resources, population, and society; b. tracing briefly the development of major population trends that have contributed to the problem; c. interpreting the impact of this problem upon the individual; and d. formulating a practical plan of action to prevent the problem by dealing with its causes.
HOW DOES CRIME AFFECT THE INDIVIDUAL AND HIS SOCIETY?	D. Upon completion of the suggested activities and research, the student will demonstrate knowledge and understanding of the underlying causes of crime in our society.	1. Divide the class into triads to do research. Assign each group a given segment in the study of the history of crime. Topics such as the following may be of interest: a. Early man - Customs and Taboos b. Christianity and Crime c. The Beginning of Criminology d. Punitive Measures Allow each group time to report their findings to the class. Then lead a class discussion which will define "crime" in terms of their findings. Lead the students to discover the ways in which crime

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (continued)	1. (continued) and criminal behavior have changed over the years. 2. Organize the class into small research groups. Assign each group one of the following areas: ...physiological factors as a cause for crime; ...psychological factors as a cause for crime; ...economic factors as a cause for crime; ...archaic laws as a cause for crime; ...social injustice as a cause for crime. Each team will be instructed to prepare a case illustrating how its area is a major cause of crime in today's society. Teachers should remind the groups to use a variety of reference materials, i.e., magazines, textbooks, encyclopedias, etc. Sources should be cited. Allow time for the students to present their findings to the class in a convincing manner. Groups could use a form of debate, a skit, or an oral presentation with visual aids. A guest speaker could be brought in to help substantiate a group's findings. Each group should be instructed to turn in an outline of the major findings of the research team. There should be a question and answer session at the end of each presentation. When all the findings have been reported, ask the class to develop a consensus statement on the major factors that cause crime in the U.S. today.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (continued)	3. Instruct the students to draw up a list of the most pressing problems confronting American society today, i.e., poverty, racial discrimination, etc. Have them interview a sample of their own community. Instruct them to find out the percentage who feel that the given problems do exist in that neighborhood. Lead a discussion which will analyze the results of their findings. 4. Divide the class into triads to do research. Instruct them to research the controversial issues of any given law. For example, the issues, both pro and con, on the 18-year-old right to vote, the draft laws, lottery laws, gambling laws, legalization of marijuana, etc. Have the students write a summary of the law and present a minumum of two sources, one agreeing with and one disagreeing with the principle of the law. Allow time for the students to present their findings in the form of a debate, a courtroom scene, concerned citizens meeting, etc. Follow up each presentation with a discussion outlining some of the ways citizens may influence the making or changing of laws. 5. As a follow-up to the above activity, assign a one-page written paper which will answer the following question: Should a person who disobeys a law which he considers unjust be expected to pay the consequences for disobeying that law? Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES CRIME AFFECT THE SOCIETAL INSTITUTIONS?	E. Upon completion of appropriate research activities, the student will assess the current status of crime and delinquency in the United States and form and support generalization concerning the interrelationships of crime and delinquency and the deterioration of societal institutions.	1. Divide the students into triads to research statistics concerning crime and delinquency in each of the following areas: a. juvenile delinquency b. drugs c. organized crime d. "white collar" crimes e. crimes of violence f. gambling g. other Instruct the teams to examine the statistics and to develop a method to illustrate crime trends in each of the areas listed above. This can be done through presentation of a chart, a taped news broadcast, a round table discussion, a comic strip, etc. Each group should be prepared to defend its presentation in a question and answer session. (You may want to summarize group findings and resolve any conflicting research by leading a class discussion.) 2. Instruct each student to individually write generalizations concerning the interrelationships of crime and delinquency and the deterioration of each of the following societal institutions:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (continued)	6. Invite resource people to discuss with the class some of the underlying reasons for crime in the U. S. The teacher may draw resource people from the following occupations: ...social worker; ...parole officer; ...assistant state attorney; ...visiting teacher; ...lawyer; ...minister; ...law students; ...police officer; ...A.C.L.U. legal advisor. Students should be informed of the calendar of guest speakers and be prepared with questions which will elicit additional factors that cause crime in our society. (It is important to invite more than one speaker in order to expose the students to more than one point of view.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (continued)	2. (continued) a. educational system b. religious system c. governmental system, i.e., the executive, judicial and legislative branches d. free enterprise system e. family system For example: The increase in juvenile delinquency is reflected in the breakdown of the family. After writing their generalizations, students will meet in triads to read and defend their generalizations to the other members of the group. 3. Arrange to have a resource person come to discuss current social changes which encourage the growth of crime. Inform the students of your plans and instruct them to briefly scan a number of articles dealing with some of the factors involved, i.e., the number of Americans living in cities, the age composition of the U.S. population, the increase in the workload of the judicial system, the poor relationship between slum dwellers and law enforcement agencies, the lack of rehabilitative measures, etc. This will prepare them for a question answer session which will follow the discussion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (continued)	4. The student will write an article for a weekly news magazine such as Time, Newsweek, or U.S. News and World Report assessing the status of crime and delinquency in the United States today. The student should include in the article generalizations (supported by authorities) concerning the interrelationships of crime and delinquency and the deterioration of societal institutions. (The article must include a bibliography.) Note to Teacher: Teacher should suggest to students that they begin their research by using the Reader's Guide as a starting point. The more interesting articles written by class members could be reproduced and distributed to all members of the class.
HOW DOES SOCIETY ATTEMPT TO PREVENT CRIME?	F. Upon completion of the necessary research and activities, the student will illustrate many of society's intrinsic methods which work to prevent crime.	1. Conduct a brainstorm session designed to discover some of the methods society uses to prevent crime. (session should last about ten minutes.) Divide the class into triads. Instruct each triad to choose at least ten methods according to the approach used by each. Provide time for each group to share its list with the class. Each list may provide a stimulus for further discussion. 2. Divide the class into triads or keep the same grouping as above. Instruct each group to select one area of crime prevention and to research the following questions. a. What is the philosophy behind this method of crime prevention? b. What age group is this method directed at?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (continued)	2. (continued) c. What training is required for individuals who work with this method? d. Are statistics available for evaluating the success or failure of this method? If so, summarize. e. Does this method require funding? If so, how so? If so, is it adequate? If inadequate, state reasons why. (Note to the teacher - class lists should inc lude some of the following: social organizations, Boy Scouts, penal institutions, juvenile court system, recreational facilities, federal, state and local programs which create jobs, probation and parole systems, etc.) 3. Conduct round table discussion with members of the class. Include the following major points in your discussion. The influence of-- a. norms of social behavior on the prevention of crime; b. basic social institutions, i.e., family, religion, and education, on the prevention of crime; c. public and private agencies on the prevention of crime; d. the public on the prevention of crime;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (continued)	3. (continued) e. community-sponsored counseling services on the prevention of crime; f. mass media on the prevention of crime; g. freedom of the individual on the prevention of crime. Have them hypothesize the relative strength of each group's influence when compared with its influence ten years ago.
WHAT ARE THE EXISTING CONDITIONS IN PENAL INSTITUTIONS AND WHAT REHABILITATION METHODS ARE USED?	G. Upon completion of the necessary research and activities, the student will demonstrate knowledge of existing institutions and rehabilitation methods used by these institutions. The student will advance, in writing, a prototype plan for an improved penal and rehabilitation system.	1. Instruct each student to write a diary based on material gleaned from careful research. This diary should include experiences encountered by real prisoners in present day penal institutuons. Instruct them to include information about work experiences, meals, recreation, punishments, interaction with other prisoners, guards, and other members of the prison community. Sources must be cited. 2. Divide the class in triads for the expressed purposes of developing questions for interviewing an individual who is or has been involved with penal institutions. This person may be a former prisoner, a guard, the head of a jail, a psychologist who works with prisoners, a parole officer, etc. Some examples of questions are: a. What are the rules and regulations governing the behavior of prisoners and the staff?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (continued)	2. (continued) b. What punishments are prescribed for rule infractions commited by members of the prison comcunity? c. What is the average daily cost of maintaining a prisoner in the Dade County jail? 3. Divide the class into small groups to do research on current problems in our penal institutions. Instruct them to investigate the following... ...current issues (e.g., Supreme Court ruling removing the death penalty); ...current controversies; ...current confrontations; ...ways in which officials of these institutions are effecting change; ...possible effect of fewer commitments for young first offenders; ...innovative procedures, etc. Allow time for each group to report tneir findings to the class. Lead a class discussion on these reports and analyze the implications of each.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (continued)	4. Ask for volunteers to debate the following--Prisoners on the streets vs. prisoners behind bars. Allow time for presentation to the class. 5. Present the following problem to your students. You are one of five prisoners named by your warden to serve on a committee whose purpose is to develop a plan for an improved penal institutuon and rehabilitation system. You and your committee will be meeting with the warden in the morning. You feel that your committee should begin by outlining present conditions existing in the prison. Suggestions for improving the penal system must not be based on hedonistic desires but should be supported by research dealing with the inadequacies of present day prison systems and experimental prison systems which have used new methods successfully. Instruct the students to write a solution to this problem and hand it in.
HOW DOES VIOLENCE AFFECT THE INDIVIDUAL AND HIS SOCIETY?	H. After identifying social situations which are conducive to violence, the student will descrive examples of the following: 1. causes of strain which can make the situation "ripe" for violence;	1. Divide the class into small groups to do research which will provide background information for further activities related to the following topics. Make sure that each of the topics is selected by at least one of the groups. Assign the groups to utilize a variety of types of reference materials. <u>Research Topics</u> a. Collective behavior - defined and exemplified

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (Continued) 2. generalized beliefs which can grow, spread, and affect the occurence and spread of violence; 3. incidences which provide concrete settings toward which collective action can be directed.	1. (continued) b. General characteristics of collective behavior compared with social behavior and group behavior c. The use of the mass media d. The influence of the mass media upon public opinions Each group should be encouraged to investigate their chosen topic to the fullest extent. When the information has been collected and organized, the members of each group should be instructed to meet with members of other groups who have researched the same topic. After the research findings have been thoroughly discussed, a representative or a number of representatives from each group, should be elected to make an oral report or a panel discussion. (In order that the students be able to effectively deal with the following activities, a basic understanding of the concepts of social behavior and group behavior is a necessity.) 2. Have the students form into small groups to discuss the following topics on collective behavior. a. Each group should elect a secretary to record the group's feelings about collective behavior in each of the following forms:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	2. (Continued) (1) crowds (4) spread of rumor (2) riots (5) public opinion (3) religious revivals (6) fads b. Give examples of collective behaviors presently occurring in society. c. Differentiate between collective behavior, group behavior, and social behavior. d. Describe the degree of social interaction in each of the above. e. Describe the effects of collective behavior in creating organized group action. f. Describe the effects of collective behavior in creating change. After each group has completed its discussion of the topics, each should elect a spokesman who will reflect the feelings of its group and become a member of a panel. When this panel has been named, a second panel should be selected. Instruct them to formulate questions which would apply to current events in relation to the topics discussed. Provide a time and setting for an interview session when all group members are sufficiently prepared to participate in the activity.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	3. Using the students' experiences as a basis for discussion, lead the class in a discussion on the subject of crowds and audiences. Present the following to the and elicit a variety of responses. Allow for personal opinions which might enter the discussion. a. Differentiate between an audience and a crowd. b. Discuss the following questions: Can an audience be emotional? Can emotional contagion occur in an audience? Give examples and discuss their reactions to this emotional contagion. c. Give examples of organized activities in which emotional display is deliberately encouraged (rallies, conventions, protest meetings, demonstrations, etc.) What emotions are the leaders of these groups appealing to? Why do they want to encourage an emotional display? How is this emotional display controlled? 4. Instruct the students to discuss the emotional contagion that occurs in a mob. Then ask them to-- a. List some of the possible reasons why people join a mob. b. Discuss some of the results of mob actions, past and present, and the far-reaching effects of these actions. (For example, such as burning, looting, destruction, physical assaults.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	4. (continued) c. List and discuss groups formed in the United States that appeal to mob action and the actions carried on by these groups. d. Describe the nature of mob leadership and the interactions between leaders and followers in general, then relate this to the specific examples cited in "C". 5. Organize the class into small groups. Instruct them to read the following situation. Using this information, have each group-- ... predict the ways that this crowd action could turn into mob action; ... identify reasons or factors which might cause the crowd to turn to mob action; ... identify the leader's roles in initiating mob action. Situation: A large crowd gathered on the lawn in front of the federal building. The speakers for the day were the relatives of men who were being held as prisoners of war. The crowd was unusually attentive and a feeling of frustrated empathy became particularly evident as the people began to move about in a restive manner.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	5. (continued) By noontime, the size of the morning crowd had attracted many curious onlookers. As the crowd increased, so did the summer heat. Each speaker grew more intense and fiery than those who had spoken before. Because of the unexpected numbers at the rally, an additional force of police was ordered to the scene to help direct afternoon traffic in the area. 6. Have the students write the letters a to d on their papers. Then write the following headlines on the board: a. Student Shot at Anti-War Demonstration b. Irate Parents Protest Cross-Town Busing c. Child Hurt as Police Clear Streets d. Looter Killed Leaving Downtown Store Instruct the class to briefly list their emotions and feelings aroused when they read each headline. Have the students divide into small groups to discuss and compare their various answers. Regroup the class into one large group when sufficient time has been alloted for small group discussions. Present questions which would lead the class to express the effects a headline may have, especially if an article were not read. Ask for the students' reactions to the following questions:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	(1) Do any of the headlines upset you? If so, why? (2) Would it make a difference if for headline a the student was-- (a) a bystander (b) a passerby (c) a demonstrator (3) Would it make a difference if for headline c -- (a) the parents were black and the neighborhood was white? if they were white and the neighborhood black? (b) if the children were elementary school age? if they were high school age? 7. Have the students write a sketch or a dialogue which would be suitable for dramatizing. The situation should depict an incident which involves behavior which could lead to a highly emotional or violent climax. The following are examples of possible confrontations: a. a team loses a championship game because of "bad" referee calls b. workers who do not honor union picket lines are harrassed by employees picketing the building When the students have completed the writing activity, collect and review each paper. Select a number of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued) –	7. (continued) the sketches for class presentation. The following day describe the characters needed to dramatize each of the selected situations. Select or have the students choose a member of the class to portray each character. Provide time for the students to rehearse their roles and to extend the situation if desired. Encourage the students to perform their dramatizations in a professional manner. Immediately following the performace of each sketch conduct a brainstroming session to discover the different ways each situation was perceived. Select a recorder to write a list of the class' perceptions. When a number of ideas have been outlined, ask the class to analyze possible reasons for the variety of ideas. Be sure to include the possibility of the presence of prejudicial attitudes and their influence on the students' mental sets. 8. Use the following questions to open a discussion of the effects the mass media has on violence. Allow pupils to voice their opinions freely. a. How is violence portrayed on television programs? b. Do any of the programs show any evidence of prejudicial attitudes? c. Do you think that viewing an act of violence cause the viewer to commit a similar act?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	8. (continued) Instruct interested students to utilize reference materials to research acts of violence which can be directly or indirectly related to the influence of mass media. Have them report their findings to the class. Ask for volunteers to debate the pros and cons of restrictions being placed on the mass media in regards to the presentation of violence to the public. 9. Divide the class into groups to do research which will provide a basis for further activities related to the topics listed. Make sure that each of the topics is selected by at least one of the groups. It is suggested that a variety of types of reference materials be used by the students. <u>Research Topics</u> a. Mob action - defined and exemplified b. Describe and compare some general characteristics of mob action and collective behavior c. The use of symbols such as the clinched fist to stimulate mob action d. Possible motives for mob action e. Contributing factors which lead crowds to mob action - for example: anonymity, heightened suggestibility, loss of critical ability, homogeneity of disposition and background.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (continued)	9. (continued) Each group should be encouraged and allowed to investigate their chosen topic to the fullest extent. When the information has been organized, the members of each group should be instructed to hypothesize reasons which caused the mob actions which took place in one or more incidents, for example: Watts Riots Kent State Riots 1964 National Democratic Convention (Chicago) When each group has formulated its hypothesis or hypotheses, a representative from each group or a group of representatives should be elected to make an oral presentation to the class. 10. Have students research and write a paper on the cause or causes, the spread of beliefs and the setting in which collective action took place. Some suggestions are: Whiskey Rebellion — Watts Incident Harper's Ferry — Berkeley Riots Kent State Riot — Detroit Riots

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES VIOLENCE AND NONVIOLENCE AFFECT SOCIAL CHANGE?	I. Upon completion of the required research and activities, the student will demonstrate knowledge and understanding that leadership and purpose must exist for violence to become a vehicle for social change. By developing a written plan for effecting social change, the student will also demon strate knowledge of the ways change may be accomplished without the use of violence.	1. Have the students answer the following question: What violent events concern you the most? Then have the students work in small groups with other students who answered in a similar manner. Have them analyze the following and be prepared to explain each statement: a. Some of the factors that may cause violence such as a lack of good education, a good job, money, success, feelings of prejucice and discrimination, hatred, fear, not living up to expectation, and not feeling important. b. The effects of violence in this area will have on the-- ... family; ... school; ... religious organizations; ... voluntary associations; ... police agencies; ... others. c. The effects violence has on-- ... prejudice;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	... hatred; ... understanding; ... restoration of dignity; ... assertion of independence; ... others. d. What is being accomplished in this area to alleviate the cause of violence? e. What additional steps can be taken to make the situation even better? Be sure to instruct each group to use reference materials to support their statements. Allow each group to share their information with the class. 2. Have the students select one of the following situations to role play. Have them enact an altercation that could take place. a. your high school team loses the championship because of bad referee calls b. neighbor's dogs keep a number of families awake at night c. a gang accused of stealing believe you "ratted" on them d. football goes in neighbor's yard.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	2. (continued) Arrange for skits to be presented to the class. Some students may wish to write and present their own skits. 3. Divide the class into small groups to discuss situations the students know about that involved-- a. name calling b. Halloween pranks c. tricks d. drag racing e. crossing picket lines Be sure to have the students discuss if violence occurred, if it spread, and why they think it did. 4. Make copies of the following situation and questions. Ask the students to read the situation and to react to the questions. In class discussion, summarize the student's reactions. Situation: A grocery store, owned by whites and located in a poverty-stricken area, was overcharging its customers. Many customers were aware of this situation because they had also shopped at stores outside their neighborhood. These knowledgeable customers discussed

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	4. (continued) this situation with their friends and neighbors. a. In what way(s) is this situation conducive to violence? b. How could the knowledgeable customer's comments to their friends and neighbors affect the possibility of violence? c. Give an example of a specific incident that would incite violence against the store and its owners. d. How would the situation change if-- (1) The neighborhood was a black neighborhood? a white neighborhood? (2) The store clerks were very rude to the customers? (3) All the store clerks were white? (4) Several policemen patrolled inside the store? (5) The store owners also overcharged when cashing welfare checks? e. Suppose some of the people in the neighborhood threw rocks at the windows of the store and looted some of the merchandise.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	4. (continued) (1) Do you think the store owners deserved what happened to them? (2) Do you think the customers were justified in throwing the rocks? (3) Do you think the customers were justified in looting the merchandise? (4) Do you think the police should ignore the customers who participated in the rock throwing and looting? (5) Do you think the police should arrest the customers who participated in violence? f. Ask the students to discuss the following factors: (1) The reasons for each of their answers. (2) How each student would have reacted in a similar situation. (3) The different ways customers could have tried to change the situation without resorting to violence. g. Then ask the students to predict the possible consequences of these acts of violence to: (1) the store owners

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	4. (continued) (2) the customer who participated in the violence (3) the other customers (4) the neighborhood 5. Have the students collect from magazines and newspapers articles and pictures of gangs and groups of young people participating in activities aimed at changing a social situation. Have them classify each activity as positive or negative in approach, then construct a bulletin board or poster using the articles. 6. Divide the class into triads to research what psychological and sociological needs gangs and groups participations fulfill. Have them write a paragraph outlining their findings. 7. Have the students research on their own and report to small groups on a leader who used violence to try to accomplish social change. Some suggestions are-- Castro, George Washington, Stokley Carmichael Rap Brown, Samuel Adams, John Brown Lenin, Alexander Hamilton, Father Coughin Hitler 8. Divide the class into triads in order to select the one person they believe was responsible for the most significant social change in recent times. After

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	8. (continued researching their choice, each triad should prepare reasons why the person selected should receive the World Award for Social Change. The social change made by the person may be either positive or negative. Be sure the following questions are answered: a. What was the social change the person desired to make? b. How did the person go about effecting the social change? c. How successful was the person in carrying out the social change? d. Was the social change long-lasting? Is it still in effect? Have the triads present orally to the class the recommendations for the award. Each nomination must include reasons justifying the recommendation. After the last presentation, have the class vote as to which person should receive the award. 9. Have the students research on their own and report to small groups on organizations which use or have used violence to influence social change. Some suggestions are-- Minute Men Mafia Unions KKK Sand G. Syndicate

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	10. Make copies of the following situation and questions. Ask students to read the situation and react to the questions. In a class discussion, summarize the students' reactions. Ask the students to consider the influence of age, race, etc. in regard to opinions on violence. Situation: There are many demonstrations against the war in Vietnam. Some of these demonstrations occur in college campuses and disrupt the normal functioning of the college. Other demonstrations are staged in front of government buildings which disrupt traffic and business. Questions: a. What are some of the reasons why a person might plan or join a demonstration? b. Who are some of the people most active in student demonstrations in the U.S. and what are their reasons for planning or joining a demonstration? c. How do you think the following people might feel as they view these demonstrations? (1) a war veteran (2) a crippled veteran (3) the family of a POW

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	10. (continued) (4) a college student eligible for the draft (5) a governor, congressman, or senator (6) a high ranking official in the armed services d. What are some of the possible consequences of demonstrations? e. When thinking about demonstrations and violence, how do you feel about the following// (1) Changes can be made fast enough without re-resorting to violence. (2) The lower voting age will bring about change. (3) Peaceful demonstrations can bring about change. (4) Community concern and involvement can bring about change. (5) Protest in which some people are hurt is necessary for changes to occur fast enough. (6) Protest in which some property damage occurs is necessary for change to be brought about fast enough. (7) Protest in which some people are killed is necessary for change to occur fast enough.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	10. (continued) Give reasons for your answers to each statement and list the types of people who you think would have answered it differently than you did. 11. Write the following statement on the board: "Student protest movement is a current problem on many campuses." Have the students form small groups to discuss the statement for about ten minutes. After this time write the following headings on the board: a. attitudes toward protest movement b. suggested causes c. results of protest movement d. attitudes toward police, national guard, etc. Write the students' opinions under the given headings. Discuss them and bring out how different people's opinions vary. If there is a wide variety of opinions, have the students find sources to support their point of view. Have the different groups choose different protest groups to research their causes, etc. Then have the students come together to discuss this information.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	12. Ask for volunteers to debate the following issues: a. Resolved: It is necessary to use violence to prevent violence. b. Resolved: Violence deserves violence. c. Resolved: Violence and social change cannot be separated. d. Resolved: A violent act is considered violent throughout history. e. Resolved: There can be no social order without social justice. 13. Read the following situation to the students: Rumors spread that a policeman had shot a boy he believed was stealing from a store. Many leaders in the neighborhood decided to plan a non-violent protest march to the court house. The captain of the police promised the marchers that a full investigation would be made of the incident. A few of the marchers went home. Most milled about in the streets. Then from the back streets came a barrage of rocks. Some of them fell on the marchers. Many of them broke windows of the court house. Almost at the same time, a molotov cocktail was thrown at a parked car. The protesters began to disperse.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	13. (continued) Ask them to determine how far and in what directions the situation would develop if-- a. The police-- (1) are not called (2) patrolled the streets (3) came to the scene with riot guns, etc. (4) arrested some of the marchers (5) shot at the marchers b. The radio newscast-- (1) gives a factual account of th situation (2) gives a one-sided account of the situation (3) appeals to prejudicial attitudes and emotions c. The community leaders-- (1) open lines of communication between the parties involved (2) appeal to the rioters reason and responsibility

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (continued)	13. (continued) d. The courts-- (1) threaten the marchers with harsh punishments (2) promise that legal steps will be taken to help solve the problem 14. Ask the students to-- a. Choose a situation where violence has occurred and determine the possible alternatives to violence. b. Cite sources to support the alternatives. Evaluate what is being accomplished now in terms of its effectiveness.

APPENDIX A

Directions: Read the following open-ended situation. If you were the advisor called in by the Ambassador, how would you use these questions to approach the problem? Choose a country that you would like to learn more about, and apply the situation and the questions to it. Research your answers so that you can present a valid solution to the class. Your teacher will suggest different types of apppropriate presentation formats. Choose the one that interests your group most, and prepare your material to fit that format.

Ambassador Freemen to X country (country of your own choice) has just asked you to come to his office for an urgent meeting. He glumly informs you that X country has just threatened to break off diplomatic relations with the U. S. because of an intercultural blunder. He emphasizes the need to accept and judge the actions and beliefs of other people in the context of their societies' values, not by our own cultural values. "What I mean," he explains, "is that we Americans should not give the impression that ours is the only correct form of behavior. What is considered correct or incorrect really varies with the cultural values held in different times in different societies." You nod your head in agreement, adding, "Instead of criticizing behavior or beliefs in other cultures, we should strive to perceive in them the positive values which we lack in our own.

Then Ambassador Freemen askes if you feel you could repair diplomatic relations and, additionally, indicate and implement a plan to develop cultural acceptance and appreciation between country X and the U. S. He asks you to consider how you would do this and meet him tomorrow to explain your plans.

You wonder what ought to be done to bridge the painful gap now extended between your country and country X. First you decide that you need to explore cultural similarities between your countries, then identify and evaluate reasons for differences in cultural characteristics. These two steps, you feel, will be a sound basis for planning means to extend this understanding into mutual respect and appreciation for the value and uniqueness of each. You draw up an appropriate list of questions, planning to use the answers as the basis for your meeting with Ambassador Freemen tomorrow.

1. If behavior is defined as "all ways of acting," what are some ways of behaving that are shared by people in our two countries? (e.g. All people communicate non-verbally, in addition to using spoken language, though the meanings of specific non-verbal motions vary from one culture to another. See The Silent Language, and Body Language, by Julian Fast, for reference.)

2. In what ways can behavior be dependent upon a person's cultural background? (e.g. Japanese learn to sit at ease on the floor; American adults do not find this comfortable because their muscles are unaccustomed to it.)

3. In what ways are people of our two countries similar in terms of biological characteristics? What biological characteristics are different? What rumors, myths, or prejudicial attitudes exist between peoples in our countries because of biological differences? (e.g. "The bigger the brawn, the smaller the brain.") What logical evidence or scientific facts can I use to refute these illogical beliefs?

4. Even though we speak a different language, how can I improve communication between our people?

   a. What are some words that are common to both languages? List them. (e.g. "No" is common to most languages.)

   b. What are some of the common greetings and expressions I should learn to indicate effort and desire on my part to communicate with them? (e.g. Good morning. Happy to meet you. Where is_____? What time is it? I like this.)

5. What is the basis of their economic system? (e.g. industrial-technical; agricultural; main exports; scale of tourist industry) What are the similarities and differences in coinage, size, value between their money and ours. How much money would it take to buy a meal, for example, in X country?

6. What are the principal religion(s) in X country, and how does each affect the customs and ways of behaving of the people? Are there similar religions and/or religious customs in the U. S.? What are the main differences between religious rites, customs, and acceptable behaviors between countries?

7. What the the similarities and differences between our countries' educational system? At what age do children usually enter school, what kinds of schools may they attend, and how many years do they usually stay in school? From what perspective might fifteen-year-old students in X country learn about the U. S.? Write a one-paragraph explanation for a history textbook in X country explaining how the U. S. became involved in the war in Vietnam. Then look up the approach and explanations used by U. S. authors in your own history text. Compare and contrast. What could you say about this issue to a student in X country to promote mutual understanding of each country's point of view?

8. What is there in the geographical or physical environment that could affect the cultural characteristics of that country? (e.g. geographical effects on shelter needs; lack of inter-community communication in some rugged mountaineous regions may affect, or even isolate, the development of unique cultural characteristics.) Students may wish to visit a travel agency to obtain brochures.

9. What similarities are there in forms of aesthetic art between the U. S. and country X? Obtain, if possible, examples or pictures of country X's representative paintings, sculpture, drama, dance forms, and architecture. Interview, or invite to class, a foreign visitor, student, travel agent, or an official from the foreign embassy or consulate, to talk about the cultural differences and similarities between his country and the United States. Compare and contrast cultural characteristics, and analyze reasons for differences.

APPENDIX B

RATING SHEET FOR EVALUATING CONTENT AND PROCESS OF GROUP PRESENTATION

Directions: Before the group presentation begins, identify one student whose performance you will observe and critique. Read the ten items on this rating sheet to familiarize yourself with the criteria for your evaluation.

During the group presentation, make the appropriate column for each question when you feel you can make the judgment.

After the group presentation, add each column to determine the speaker's overall rating. Share your critique with the student observed.

	Very well 4	Adequately 3	Somewhat 2	Not at all 1
1. Did the speaker organize his material well and present his major points clearly?	___	___	___	___
2. Did the speaker present and support his position on the basis of facts and recommendations by authorities?	___	___	___	___
3. Did the speaker effectively support his point of view with appropriate personal illustrations and experiences?	___	___	___	___
4. Did the speaker make provisions for all the main functions of society in his prototype society? If not, what main factors were presented weakly or omitted?	___	___	___	___
5. Did the speaker point out the advantages for individuals as well as to society in the activities proposed for his model?	___	___	___	___
6. Did the speaker compare and contrast his prototype society with contemporary society?	___	___	___	___
7. Did the speaker use audio-visual support (for example, charts, pictures, graphs, etc.) to enrich his presentation?	___	___	___	___

	Very well 4	Adequately 3	Somewhat 2	Not at all 1
8. Did each speaker contribute his "fair share" to make the presentation complete and interesting?	___	___	___	___
9. Did the speaker demonstrate interest in his subject by using body language (that is, facial expressions, gestures, posture, etc.)?	___	___	___	___
10. Did the speaker seem to enjoy presenting his material (that is, was he relaxed; did he seem sure of his subject; did he include his presentation; etc.)?	___	___	___	___
TOTAL	___	___	___	___

SCORE [ ]

APPENDIX C

"After the Bomb, What?"

Directions: Read the following hypothetical situation and imagine yourself one of the people in the shelter. Then, with a small group of students, research and develop possible answers by citing appropriate sources, such as magazines, textbooks, pamphlets, encyclopedias, interviewers, etc. Discuss each answer with your group in order to draw conclusions on major points.

You are one of a small group of people in a bomb shelter during a world-wide nuclear holocaust. Because of the danger of radioactive fallout, it will be at least two weeks before anyone in the bomb shelter can venture out safely. The group's conversation eventually shifts to the topic of what a person might do, as an individual and as a member of a group, if he discovered in two weeks that his group was the only one in the area to survive. As the discussion continues, the mood of the group is congenial for a while. However, by the end of the first week heated disagreement about the structure of this new society has developed among several members of the group.

It becomes obvious to you that if any kind of functioning society is to exist, you must do or say something to focus the efforts of the group on the real issue at hand--organizing a future society. Doing some quick thinking, you recall from your sociology class that society has specific functions, the primary ones being--

survival;
maintenance of social order;
fulfillment of subsistence needs;
population renewal;
protection from outside threats; and
stimulation.

You decide that a series of questions is the best way to stimulate constructively the group's plans for the establishment of a stable society. In order to help develop plans for a prototype society, you decide to ask the following questions:

1. What do you think should be our first task? (i.e. determine leadership, or determine plans for seeking and sharing food supplies, etc.) Why?

2. What cultural values should our society support? Arrange them in order of importance.

3. What methods should be employed to establish and maintain social order in our society? Why?

4. Are there some customs we want to keep or others we want to eliminate? Why? Can you think of any new customs we might start?

5. What laws should we establish? Are there some laws which increase social disorder rather than promote social order? Cite examples.

6. What previous laws, if any, should we eliminate? Why?

7. What forms of punishment shall we establish for individuals or groups who break the laws? Is there some punishment that seems unfair to the criminal or to the victim? Is there some punishment that seems more effective than others? Why is this so?

8. What rules of behavior should we propose? How strongly should they be enforced?

9. Should "ostracism" be used as a method of maintaining social order? Why or why not?

10. What human activities should be organized by society in order to better meet our basic needs? (i.e. food, shelter, clothing, etc.)

11. Should any of the following activities be organized by society? Why? To what extent?

a. industry	c. education	e. commerce
b. agriculture	d. health care	f. religion

12. What steps shall we take to promote the perpetuation of our population? Is this exclusively an individual decision, or is it a concern of the society in which we will be living? Why?

13. Is a specified structure of marriage and family life (e.g. monogamous vs. other types) desirable in our prototype society for the purpose of perpetuating the population? Why or why not? What would happen to the marriage structure if very few men survived or very few women survived?

14. What other forms of marriage and family life would or would not be acceptable? Describe how any other form would function for the betterment of society. For example, would it make a difference if 75 percent of the survivors were women or if 75 percent of the survivors were children?

15. What are some methods we might use to protect our society against threats from other societies? What are the potential advantages and problems in establishing a military? To protect our society from outside threats, would it be better to follow a policy of isolationism or to make economic and political agreements with other societies? Why?

16. Do you think everyone would be happy and comfortable in a "perfect" society? Why or why not? For example, would people become bored due to the lack of stimulation and challenges?

APPENDIX D

HOW DO YOU FEEL SURVEY

Directions: Circle the number that best expresses your feelings about the following statements. (1) agree strongly; (2) agree; (3) agree slightly; (4) disagree slightly; (5) disagree; (6) disagree strongly.

1.	Women want to be dominated.	1	2	3	4	5	6
2.	Tennis is a sport for rich WASPS.	1	2	3	4	5	6
3.	Men who wear beards are intellectual.	1	2	3	4	5	6
4.	Immigrants have made few contributions to American society.	1	2	3	4	5	6
5.	Black people cannot learn as quickly as white people.	1	2	3	4	5	6
6.	Cubans are loud and vulgar.	1	2	3	4	5	6
7.	Lawyers will be unethical in order to win a case.	1	2	3	4	5	6
8.	Black people are lazy.	1	2	3	4	5	6
9.	Chinese are clever and very industrious.	1	2	3	4	5	6
10.	Cubans do not value the American way of life.	1	2	3	4	5	6
11.	Catholics are blindly led by the Church.	1	2	3	4	5	6
12.	Women are too emotional to hold executive positions.	1	2	3	4	5	6
13.	Mexicans are not dependable.	1	2	3	4	5	6
14.	Cuban men carry knives.	1	2	3	4	5	6
15.	School desegregation will never work.	1	2	3	4	5	6
16.	The Irish drink too much.	1	2	3	4	5	6

17.	Jews cheat in business.	1	2	3	4	5	6
18.	Actors and actresses have low morals.	1	2	3	4	5	6
19.	College students don't appreciate the value of a dollar.	1	2	3	4	5	6
20.	An atheist should not be allowed to teach school.	1	2	3	4	5	6
21.	Jews control the banks.	1	2	3	4	5	6
22.	Most southern whites are bigots.	1	2	3	4	5	6
23.	Black teachers are Oreos.	1	2	3	4	5	6
24.	Doctors are more concerned about their fees than their patients.	1	2	3	4	5	6
25.	Those who can, do; those who can't, teach.	1	2	3	4	5	6
26.	Polish people are dumb.	1	2	3	4	5	6
27.	The French are preoccupied with romantic love.	1	2	3	4	5	6
28.	Union leaders steal from the members.	1	2	3	4	5	6
29.	Latins look greasy.	1	2	3	4	5	6
30.	The American Indians are happy on the reservations.	1	2	3	4	5	6
31.	Teachers like to give orders.	1	2	3	4	5	6
32.	Scots are miserly.	1	2	3	4	5	6
33.	Japanese are sneaky.	1	2	3	4	5	6
34.	People from New York City are crude and pushy.	1	2	3	4	5	6
35.	Parents never listen.	1	2	3	4	5	6

36.	Northerners are really just as bigoted as southerners.	1	2	3	4	5	6
37.	Italians have lots of kids.	1	2	3	4	5	6
38.	The American way of life is the only way of life.	1	2	3	4	5	6
39.	Kids who study are phonies.	1	2	3	4	5	6
40.	Hippies are radical.	1	2	3	4	5	6
41.	Russian women are strong and muscular.	1	2	3	4	5	6
42.	Politicians are "on the take."	1	2	3	4	5	6
43.	Male interior decorators are homosexuals.	1	2	3	4	5	6
44.	Kids with long hair are drug addicts.	1	2	3	4	5	6
45.	Cops are sadists.	1	2	3	4	5	6
46.	Communists would do anything for the party.	1	2	3	4	5	6
47.	Artists lead immoral lives.	1	2	3	4	5	6
48.	People who like classical music are snobs.	1	2	3	4	5	6
49.	Germans are unemotional.	1	2	3	4	5	6
50.	Middle class Americans value possessions above everything.	1	2	3	4	5	6

APPENDIX E

SUGGESTED SCORING SHEET FOR TEACHERS

Items	*Total class points per item	*Total
prejudice concerning sex #1		
3		
12		
prejudice concerning social class #2		
4		
28		
48		
50		

Items	Total class points per item	*Total
prejudice concerning nationality #2		
13		
16		
26		
27		
32		
33		
37		
38		
41		
49		

*Highest score=least prejudice
Lowest score=most prejudice

APPENDIX E

SUGGESTED SCORING SHEET FOR TEACHERS

Items	Total class points per item	*Total
prejudice concerning occupation #7		
18		
24		
25		
31		
42		
45		
47		
prejudice concerning religion #11		
20		
46		

Items	Total class points per item	*Total
prejudice concerning ethnic groups #5		
6		
8		
14		
15		
17		
21		
23		
29		
30		

*Highest score=least prejudice
Lowest score=most prejudice

APPENDIX E

SUGGESTED SCORING SHEET FOR TEACHERS

Items prejudice concerning areas of country #22	Total class points per item	*Total	Items prejudice concerning age groups #19	Total class points per item	*Total
34			35		
36			39		
			40		
			44		

*Highest score=least prejudice
Lowest score=most prejudice

APPENDIX E

SUGGESTED TEACHER TABULATION SHEET

Item	1	2	3	4	5	6		TOTAL
#1							=	
	1	2	3	4	5	6		
#2							=	
	1	2	3	4	5	6		
#3							=	

APPENDIX E

Directions to Teacher for Use of Suggested Teacher Tabulation Form

Examine each item on each student's paper and record in appropriate boxes the number of students who responded 1, 2, 3, 4, 5, or 6.

Example:

	1	2	3	4	5	6
group of 30						

This example is based on a class load of 30.

Each item is weighted by the number above the box, the number of the response. Multiply the number of the item and then total these 6 numbers and place the total group response to only one item in the total box.

Example:

1	2	3	4	5	6		
6	8	9	2	3	2		
6	16	27	8	15	8	=	80

After completing the suggested teacher tabulation form, transfer the class totals for each item to the appropriate blank (total class points per item) on the suggested scoring sheet for teachers.

This second sheet is organized by categories of prejudice. After each total has been transferred from worksheet #1 to worksheet #2 (total class points per item) for each item in the category. A grand total should be computed for all items in the category.

-continued

Suggested Scoring Sheet for Teachers

Items	Total class points per item	Total
1	96	Highest score=least prejudice
3	72	Lowest score=most prejudice
12	58	
		226

APPENDIX F

"Distinction Between Social Classes in _____ Societies"
(society of your choice)

	elite	non-elite
1. division of labor		
2. privilege		
3. opportunities for employment		
4. training or education		
5. family cohesiveness		
6. priority values or attitudes		
7. language patterns		
8. justice		

APPENDIX G

"Analysis of Consequences of Social Class Systems in the U. S."

Directions: Discuss in small groups, or as a total class, and complete in writing, each of the columns for the six social classes. Use the chart as a springboard for comparing, contrasting, and analyzing the social class system in the U. S.

	Effects on social class on the individual's behavior, attitudes, and achievement	Effects on the U.S. society of social class groupings
U-U		
L-U		
U-M		
L-M		
U-L		
L-L	example: frustration, lack of motivation, day laborers, unskilled workers	example: large scale unemployment, large welfare programs, violence in the streets

MATERIALS

I. Recommended Basic Textual Materials:

Note: The State Board of Education in session March 28, 1972 authorized a textbook adoption to be conducted during the 1972-73 school year for the category of Sociology. When this process has been completed, the teacher should consult the Sociology category on the list of State adopted textbooks and related materials.

Fraenkel. Jack R., ed. Inquiry into the Crucial American Problems. Englewood Cliffs, N. J.: Prentice-Hall, 1970. (Pertinent titles in series: Crime and Criminals, Prejudice and Discrimination, Poverty in an Affluent Society, Cities in Crisis, Alienation.)*

Oliver, Donald W. and Newmann, Fred M., eds. Harvard Public Issues Series. Columbus, Ohio: American Education Publications, 1968-1971. (Pertinent titles in series: Religious Freedom, The Immigrant's Experience, Negro Views of America, Community Change, Race and Education, Status, Population Control.)

Sociological Resources for the Social Studies. Episodes in Social Inquiry Series. Boston: Allyn and Bacon, 1969-72. (Pertinent titles in series: Leadership in American Society: A Case Study of Black Leadership, The Incidence and Effects of Poverty in the United States, Images of People, Testing for Truth, Social Mobility in the United States, Social Change, Science and Society, Small Group Processes, Religion in the Unites States, Family Form and Social Setting, Simulating Social Conflict, Migration within the United States, Roles of Modern Women, Transitions, Class and Race in the United States, Family Size and Society, Divorce in the United States, The Early Twenties and the Late Sixties: Two Generation Gaps, Cities: Where People Live and Why, Contemporary Soviet Society, Population Change: A Case Study of Puerto Rico, Delinquency, Values in Mass Communication.)

Sociological Resources for the Social Studies. Readings in Sociology Series. Boston: Allyn and Bacon, 1970-71. (Pertinent titles in series: Cities and City Life, Life in Families, Racial and Ethnic Relations, Delinquents and Criminals: Their Social World, Social Organizations.)*

*State-adopted

II. Supplementary textual materials:

Allport, Gordon W. The Nature of Prejudice. Abridged. New York: Anchor Books, 1958.

Bedan, Hugo A. The Death Penalty in America. New York: Anchor, 1971.

Benedict, Ruth. Patterns of Culture. Boston: Houghton-Mifflin Company, 1934.

Barelson, Bernard, and Steiner, Gary A. Human Behavior. New York: Harcourt, Brace and World, 1964.

Biesanz, John and Mavis. Modern Society. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Binzen, Peter. Whitetown, U. S. A. New York: Vintage, 1971.

Broom, Leonard, and Selznick, Philip. Sociology. New York: Harper and Row, 1968.

Brown, R. Social Psychology. Glencoe: Free Press, 1965.

Burgess, Ernest W. and Locke, H. J. The Family, from Institution to Companionship. New York: American Book Company, 1963.

Cavan, Ruth S. The American Family. New York: Thomas Y. Crowell, 1963.

Clark, Ramsey. Crime in America. New York: Pocket Books, 1971.

Conant, James B. The American High School Today. New York: McGraw-Hill, 1959.

Cook, Robert C. and Lecht, Jane. People: An Introduction to the Study of Population. New York: Columbia, 1971.

Curtis, Jack H., John A. Coleman, and Ralph Lane. Sociology: An Introduction. Milwaukee, The Bruce Publishing Company, 1967.

Dollard, Joh. Caste and Class in a Southern Town. New York: Doubleday and Company, 1957.

Dorson, Richard M. American Folklore, Chicago: University of Chicago Press, 1971.

Donglas, Jack D. The Technological Threat. New York: Spectrum, 1971.

Dressler, David. Sociology: The Study of Human Interaction. New York: Alfred A. Knopf, 1969.

Dunn, L. C. and Dobzhansky, Theodosius. Heredity, Race, and Society. New York: The New American Library, 1952.

Engle, T. L. Psychology. New York: Harcourt, Brace and World, 1964.

Evans, Robert A. Belief and the Counter Culture. New York: Westminster, 1971.

Freeman, Ronald, ed. Population: The Vital Revolution. Garden City, New York: Anchor Books, Doubleday and Company, 1964.

Goode, William J., ed. The Contemporary American Family. New York: Quadrangle, 1971.

Inkeles, Alex. What is Sociology? An Introduction to the Discipline and Profession. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Handlin, Oscar. Out of Many. New York: Anti-Defamation League, 1970.

Hauser, Philip M., ed. The Population Dilemma. Englewood Cliffs, New Hersey: Prentice-Hall, 1963.

Hollander, E. P. Principles and Methods of Social Psychology. New York: Oxford University Press, 1967.

Leinwand, Gerald, ed. Problems of American Society Series. New York: Pocket Books, 1971-72. (Pertinent Titles: The Negro in the City, Crime and Juvenile Delinquency, Poverty and the Poor, The Slums, The City as a Community, Riots, Prisons, The Police, Racism.)

Lynd, Robert S. Knowledge for What? The Place of Social Science in American Culture. Princeton, New Jersey: Princeton University Press, 1939.

Jones, Maldwyn A. American Immigration. Chicago: University of Chicago Press, 1971.

Malthus, Thomas R.; Huxley, Julian and Osborn, Frederick. Three Essays on Population. New York: Mentor, 1960.

Mayer, Milton. They Thought They Were Free, The Germans 1933-1945. Chicago: The University of Chicago Press, 1955.

Mead, Margaret. Coming of Age in Samoa. New York: Random House, 1953.

Mead, Margaret. People and Places. New York: The World Publishing Company, 1961.

Montagu, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. Cleveland: The World Publishing Company, 1964.

Osborn, Frederick. This Crowded World. Public Affairs Pamphlet No. 306, New York: Public Affairs Committee, 1960.

Public Affairs Committee. Public Affairs, Pamphlets. New York: Public Affairs Pamphlets. Numerous titles on family life, social problems and race relations.

Reddan, Harold J. and Saal, John J. Sociology: Its Purpose and Scope. New York: William H. Sadlier, 1970.

Reich, Charles A. The Greening of America. New York: Bantam, 1971.

Rodman, Hyman, ed. Marriage, Family, and Society. New York: Random House, 1966.

Rose, Caroline B. Sociology: The Study of Man in Society. Columbus, Ohio: Charles E. Merrill Books, 1965.

Sandberg, John H. Introduction to the Behavioral Sciences: An Inquiry Approach. New York: Holt, Rinehart and Winston, 1969. (State Adopted)

Sankowsky, Suzanne Harris. Sociology for High School. New York: Oxford Book Company, 1967.

Schur, Edwin M. Our Criminal Society. New York: Spectrum, 1971.

Whyte, William. The Organization Man. New York: Simon and Schuster, 1956.

Wrong, Dennis H. Population. New York: Random House, 1956.

A brief introduction to demography, particularly concerned with world population growth and distribution, with the continuing problem of people and food resources, and problems of fertility, mortality, and migration.

Young, Kimball, and Mack, Raymond W. Sociology and Social Life. New York: American Book Company, 1962. Ch. 20.

Young, Kinball, and Mack, Raymond W. Sociology and Social Life. New York: American American Book Company, 1962.

Zarefsky, David; McClain, Thomas B. and Andrews, Douglas. The Administration of Justice. New York: National, 1971.

Zarefsky, David; McClain, Thomas B. and Andrews, Douglas. Synopsis. Chicago: Curriculum Innovations, 1969-1972. (Pertinent titles: Suspected Lawbreakers, Population Control, The New Movement for Women's Equality, Cities in Trouble, New Strategies for Reforming Law Breakers, Political Violence, What Rights Should Prisoners Have?)

III. Alternative Student and class materials:

A. Filmstrips

Guidance Associates:

The Drug Threat: Your Community's Response (2 part, sound)

Jobs and Gender (3 part, sound)

You and the Law (2 part, sound)

Black Odyssey: Migration to the Cities, (2 part, sound)

The Search for Black Identity (2 part, Sound)

The People Problem (2 part, sound)

The Reckless Years: 1919-1929 (2 part, sound)

The Welfare Dilemma (2 part, sound)

Liberty Street - One Way? 2 part, sound)

The Migrant Worker (2 part, sound)

The Exploited Generation (2 part, sound)

Prejudice: (2 parts, sound)

The American Poor: A Self Portrait (2 parts, sound)

The Fight Against Crime (2 parts, sound)

Social Movements: To Change a Nation (2 parts, sound)

Dare to be Different (2 parts, sound)

Values for Teenagers (2 parts, sound)

The Puritan Legacy (2 parts, sound)

America, The Melting Pot: Myth or Reality, Current Affairs Sound Filmstrips.

The Changing Role of Women, Associated Press (2 parts, sound)

Alienation and Mass Society, Associated Press, (2 parts, sound)

New York Times Filmstrips:

Mass Media (1 part, sound)

The Embattled Metropolis (1 part, sound)

The Generation Under 25 (1 part, sound)

The War on Crime (1 part, sound)

Profile of Americans (1 part, sound)

The Wheels of Justice (1 part, sound)

The Cities: People and Their Problems (5 parts, sound)

Warren Schloat Productions:

Seeds of Hate (2 parts, sound)

What is Prejudice (2 parts, sound)

Law and Order (6 parts, sound)

The American Family (2 parts, sound)

Immigration: The Dream and the Reality (6 parts, sound)

Religions of America Explained (6 parts, sound)

The American Indian (6 parts, sound)

John Brown: Violence in America, Multi-media Productions (1 part, sound)

B. Films

America's Crises: The Community, Part 1 1-31888

Belonging to the Group. 16' 1-10112

Britain: A Changing Culture. 24' 1-31749

Brotherhood of Man. 10'	1-00317
Changing City. 16'	1-13299
Education: America's Road to the Future	1-14041
Food and People. 25'	1-30055
History of the Negro in America, 1361-1877: Civil War and Reconstruction. 20'	1-13519
History of the Negro in America, 1977-Today: Freedom Movement. 20'	1-13524
How to Keep What We Have. 11'	1-10173
I Have a Dream: The Life of Martin Luther King. 35'	1-31704
King, Martin Luther, Jr.: From Montgomery to Memphis.	1-31873
1985, Part I	1-14221
1985, Part II	1-14222
1985, Part III	1-14223
A Nation of Immigrants, Part I	1-31941
A Nation of Immigrants, Part II	1-31943
Our Immigrant Heritage. 32'	1-31757
Outsider, The. 10'	1-00270
People are Different and Alike (EJ)	1-05771

Population Patterns in the United States. 11'	1-00311
Portrait in Black and White, Pt. I. 27'	1-31649
Portrait in Black and White, Pt. II. 27'	1-31650
Social Acceptability (T). 20'	1-10114
Standing Room Only	1-31824
Uptown: A Portrait of South Bronx. 27'	1-31725
Urban Sprawl. 15'	1-10126
What Is a City? 10'	1-00338

C. Simulations:

Sunshine, Interact

Moot, Interact

Ghetto, Academic Games

Generation Gap, Academic Games

Plans, Western Behavioral Sciences Institute

Sitte, Western Behavioral Sciences Institute

Confirmation, Social Studies School Service

Baldicer, John Knox Press

Sacrifice, Educational Ventures

Graphigames, Educational Ventures

Dignity, Friendship Press

D. Multimedia Kits:

The Color of Man, Random House/Singer (State Adopted)

Introduction to the Behavioral Sciences Audio Visual Kit, Holt, Rinehart and Winston.

E. Tapes

Do You Have What it Takes?	15'	3-00052
Normal Development and Maturity.	30'	3-20020
Problems of Adolescence.	15'	3-00048
Socio-Economic Influence upon Children's Learning.	15'	3-00051
Parents Have Homework, Too		3-00050

State-adopted, 1973:

Allyn and Bacon: Inquiries in Sociology.

Ginn: Sociology.

Harcourt, Brace and Jovanovich: Sociology: The Study of Human Relationships.

Prentice-Hall: Inquiry into Crucial American Problems.